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ABSTRACT

The purpose of this report is to provide an in-depth view of the impact of involvement in the Advanced Institutional Development Program (AIDP) on institutions of higher education. The study consists of three major evaluation elements, which are presented after an introductory section of conclusions, recommendations, and future implications which reveals strengthened academic programs and student support services and improved administrative processes. The first of the evaluation elements is the Planning Team Report, which provides an assessment of the achievement of institutional goals as perceived by administrators and faculty. The questionnaire required qualitative judgements on AIDP impact on each of the institutions 1977-1978 academic goals, requested available information on indirect impacts, asked for information on AIDP impact on fund-raising, and requested a description of changes in upper-level management. The second data collection mode was the AIDP Impact Questionnaire which obtained baseline data on conditions immediately prior to the grant period and during the last term prior to the end of fiscal year 1978. The impact areas which were examined were curriculum improvement, student personnel services development, continuing education growth, and the planning, mangement, and evaluation system. The third evaluation element consisted of on-site visits to verify information and reveal further indications of impact. (MB)

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ANNUAL AIDP IMPACT EVALUATION STUDY
FY 1978
– EXECUTIVE SUMMARY –

Prepared By
McManis Associates, Inc.
and
University Associates, Inc.
for the
Advanced Institutional Development Program

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TABLE OF CONTENTS

PART		PAGE NO.
	PREFACE	
	Two-Year College Consortium Statement	i
	Four-Year College Consortium Statement	ii
	Introduction	iii
I.	CONCLUSIONS, RECOMMENDATIONS AND FUTURE IMPLICATIONS	
	Major Findings and Conclusions	I-1
II.	PLANNING TEAM REPORT	
	Attainment of Goals	II-1
	Two-Year Institutions	II-2
	Four-Year Institutions	II-5
	Indirect Impact of AIDP	II-7
	Two-Year Institutions	II-8
	Four-Year Institutions	II-11
	Fund-Raising Efforts	II-16
	Two-Year Institutions	II-17
	Four-Year Institutions	II-20
	Upper-Level Management	II-22
	Two-Year Institutions	II-23
	Four-Year Institutions	II-28
III.	1978 AIDP IMPACT EVALUATION QUESTIONNAIRE	
	1978 AIDP Impact Evaluation Questionnaire	III-1
	Two-Year Institutions	III-2
	Four-Year Institutions	III-3
	Curriculum Improvement	
	Two-Year Institutions	III-4
	Four-Year Institutions	III-7
	Student Personnel Services	
	Two-Year Institutions	III-10
	Four-Year Institutions	III-13
	Continuing Education	
	Two-Year Institutions	III-16
	Four-Year Institutions	III-18

TABLE OF CONTENTS (Continued)

PART PAGE NO.

Planning, Management, and Evaluation

Section I – Two-Year Institutions III-20
Section II – Two-Year Institutions III-22

Section I – Four-Year Institutions III-26
Section II – Four-Year Institutions III-29

IV. SITE VISIT COMPONENT IV-1

Site Visit Components

Two-Year Institutions IV-5
Four-Year Institutions IV-11

V. AIDP – BACKGROUND AND PROGRAM CHARACTERISTICS V-1

PREFACE

TWO-YEAR COLLEGE CONSORTIUM STATEMENT

Each year of the AID Program has been marked by institutional growth and maturity and by helpful insights regarding management of educational activities. This last year has been especially helpful in that way, brought about in part by an increased flow of information between Consortium members and between the institutions and the Office of Education and the Assisting Agency, McManis Associates.

Through this increased flow of information, institutional needs have been better identified and served, and the concerns of participating administrators shared. The product of this has been articulated through program activities of member institutions and also by the Assisting Agency and the Coordinating Institution.

The AID Program can thus serve as a model for other Federal programs supporting higher education. Its influence has prevaded every participating institution, helping improve processes, providing necessary resources, and reinforcing the total institutional thrust toward the fulfillment of the institutional mission. In the process of development it has identified areas for future development and alternative approaches to them.

Serving as the coordinating institution for the two-year consortium has been a privilege and a source of satisfaction for us at the Central YMCA Community College. The constant support and encouragement given by Dr. Anita Allen and the AIDP staff has been invaluable in providing guidance and ensuring success.

As evidenced by the findings of this impact study, AIDP membership and interaction within the consortium has benefitted all member institutions, through their associations with one another and with McManis Associates, Inc., our assisting agency.

The 1978 AIDP Annual Impact Study provides evidence of the value of AIDP and the justification for an expansion of the program so that additional schools can benefit.

Donald A. Canar
Chancellor
Central YMCA Community College

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FOUR-YEAR COLLEGE CONSORTIUM STATEMENT

This year's AIDP Annual Evaluation Impact Study provides clear evidence that Title III is a sound federal investment for developing the national human resource. The AID Program is one of the most imaginative and far-reaching pieces of legislation in the history of higher education. The study reveals that one result of the "advanced" component is heightened quality of a critically important group of developing institutions, enabling them to provide for their students a clearly better education. These grant recipients are indeed among the most vital and responsive institutions in the nation, with special concern for low-income students.

Not more than a pittance of the total federal government investment in higher education, Title III represents the margin of difference in encouraging and assisting grantee institutions to take notable steps forward on several important fronts in institutional development.

The AIDP Impact Study confirms, as did previous studies, that grantee institutions are moving toward increased institutional effectiveness (planning, management and evaluation; institutional research; management information systems; and transactional information systems); toward academically attractive and stronger curriculum programs, and toward providing greater upward career mobility for students – all of which represent important national goals in the basic federal legislation.

This year's study extended previous inquiries into a more detailed examination of impact on transactional information systems. During the grant period, nearly one-half of all pre-existing subsystems have already been upgraded and 95 percent of all new subsystems have been or will be dependent upon AIDP funds for their development. Thus, in strengthening transactional information systems through computer processing, AIDP-funded activities have had a dominant impact.

Characteristic of colleges and universities nationally, severe financial problems confront AIDP institutions. These difficulties are compounded for AIDP colleges by the commitment to provide opportunity to the educationally and economically deprived and by efforts to enhance academic offerings and to undertake faculty development. The uncertainties which have surrounded the continued federal support of Title III have aggravated further the problems confronting grantee institutions as they plot future courses of action. A long-range federal program is needed to ensure the future development and success of AIDP.

As Coordinating Institution for the four-year consortium, Tuskegee commends the AIDP Branch of the United States Office of Education for its assistance. We applaud the enabling legislation which allowed original grantees to continue programs initiated or strengthened by AIDP funding; and the Consortium has been advanced by University Associates' technical assistance and expertise in review and evaluation. The combined impact of these consortium elements increased the viability of AIDP institutions.

L. H. Foster
President
Tuskegee Institute

INTRODUCTION

This is a summary of the report of the third annual evaluation study of the Advanced Institutional Development Program (AIDP) sponsored by the U.S. Office of Education. It is intended to give those who already have a general understanding of the program an in-depth view of its impact on the institutions of higher education which are participants in the program.

This report has been prepared by the assisting agencies of the two nationwide consortia of AIDP grantee institutions, which were appointed in 1975 to assist the individual institutions in meeting their objectives, and to help AIDP meet its legal obligations under the 1972 amendments to Title III of the Higher Education Act (1975). This act stipulated that a grantee institution must "set forth policies and procedures for the evaluation of the effectiveness of the project or activity in accomplishing its purpose." To enhance the effectiveness of the program, two nationwide consortia were established, one each for two-year and four-year grantee institutions. A coordinating institution and an assisting agency was then appointed to serve each consortium. Tuskegee Institute was named as coordinating institution for the four-year consortium; University Associates was named as assisting agency. The coordinating institution chosen for the two-year consortium was the Central YMCA Community College, and McManis Associates, Inc. was appointed as assisting agency.

The first evaluation of AIDP's impact on participating institutions was completed towards the end of FY 1976. The most recent evaluation, conducted during FY 1978, is described herein. Included is background information on the program itself, a description of the three data collection modes on which the evaluation is based, and the findings and conclusions of both consortia for each mode. Overall conclusions, covering the short- and long-range impact of the program on all grantee institutions since its inception, are presented.

The study consists of three major evaluation elements which correspond to the data collection modes on which the overall conclusions and recommendations in Part I are based. The three modes are:

- The *Planning Team Report*, which was directed to the president and planning team at each institution;
- The *Impact Questionnaire*, which was completed by the AIDP coordinators and faculty and staff participating in the funded activities; and
- The *Site Visit Interviews*, which were conducted by consortium and assisting agency staff.

The *Planning Team Report* was completed by a team convened by the president of each institution. It was intended to provide an in-depth assessment of the achievement of institutional goals as perceived by the administrators and faculty who are in a position to observe the effectiveness of AIDP assistance from a unique vantage point.

The questionnaire contained four parts. Part I required qualitative judgments, supported by evidence, on the impact of AIDP activity outcomes on institutional goals. There was a request for an assessment of each of the institution's 1977-78 academic year goals. Part II asked for any information which might be available on indirect impacts on the institution by the AIDP activities. Part III asked for information on the impact of AIDP on fund-raising efforts. Part IV asked for a description of changes in upper-level management.

In analyzing the completed Planning Team Reports, the following factors were assessed for indications of AIDP contribution to meeting National AIDP goals and Institutional AIDP goals:

- *Composite of data for each institution;*
- *Summation of composite data for the total group of institutions;*
- *Summation of data on institutional goals classified into categories related to AIDP national goals; and*
- *Examination of relationships between AIDP contributions to institutional goal achievement and the proportion that the total AIDP grant is to the total educational and general expenditures of the institution.*

The *AIDP Impact Questionnaire* employed a series of questions designed to obtain baseline data from the AIDP-funded institutions on conditions immediately prior to the grant period and during the last term prior to the end of fiscal year 1978. The questionnaire was divided into four sections reflecting the four impact areas of the AID Program model:

- The *Curriculum Improvement* section sought information on the growth of academic programs, career/occupational programs, developmental skills programs and special group programs. Curriculum Improvement focused on low-income student involvement.
- The *Student Personnel Services* section sought information on the development of the job placement function, the counseling services, and the student personnel staff.
- The *Continuing Education* section was designed to identify the growth of new courses, the types of new courses, and the participation of low-income students in continuing education.

- The *Planning, Management, and Evaluation System* section focused on an assessment of the organization, procedures, and documentation facilitating each function:
    - *Planning*. The practices and documentation, extent of participation, information generation and dissemination, and planning procedures.
    - *Management*. Organization, procedures, subsystems, information systems, and staff.
    - *Evaluation*. Program evaluation, personnel evaluation, and impact evaluation.
    - *Transactional Information Systems*. Modifications to major TIS subsystems implemented and planned.
    - *Institutional Research Capabilities*. Changes implemented in offices of institutional research.

The *On-Site Visits* were made to campuses selected to provide a representative group of institutions for an in-depth probing for verification and further indications of AIDP impact. Individuals drawn from various campus-related groups were interviewed with open-ended questions.

The interviewees included institution presidents, students, faculty, administrative and support staff, members of the advisory counsels, and citizens from the community. The several perspectives provided additional insights into the impact of AIDP and the awarenesses of the several groups of the AIDP presence and influence.

PART I. CONCLUSIONS, RECOMMENDATIONS AND FUTURE IMPLICATIONS

MAJOR FINDINGS AND CONCLUSIONS

In the current study, it has become increasingly evident that the AID Program has had a significant impact on the grantee institutions. The consensus among key administrators is that the impact is reflected in greatly strengthened academic programs and student support services as well as improved administrative processes.

Throughout the conduct of this study, common themes and statistics for AIDP institutions were sought and checked against more general patterns of higher educational development. Observations including qualitative and quantitative changes were recorded by institutions and then analyzed by the assisting agencies which conducted the study.

Based on the analyses, the following major findings and conclusions are drawn:

PLANNING, MANAGEMENT AND EVALUATION — THE PRIME THRUST

1. AIDP requirements for written objectives and performance evaluation measures have been voluntarily adopted on an institution-wide basis. Many institutions now use a modified version of the USOE-initiated monitoring and evaluation requirements in monitoring, evaluating and allocating non-AIDP-related activities and resources.

2. Presidential leadership and active involvement have proven essential for the development and effective implementation of AIDP-funded activities. A waiting period is often evidenced in which implementation efforts are delayed until presidential direction is forthcoming.

3. Strong presidential endorsement of systematic planning, management, and evaluation greatly increases the development and implementation of PME on a broad institutional plane. The absence of such endorsement has the converse effect. There is evidence that optimum impact derives when the president assumes an active leadership role from the earliest planning stages through implementation.

4. Leadership developed in the course of conducting AIDP activities has resulted in the emergence of a cadre of key administrators with experience in systematic planning and the management of change. Evidence for this has been found in the site visits, in improved submissions on reporting schedules, and in growing respect for such officers on campus and elsewhere.

5. AIDP participation has resulted in changes in administrative processes at all institutions. These changes have drawn institutions forward toward more systematized planning, management and evaluation efforts encompassing all levels of institutional administration. At the same time, progress toward full implementation of these processes proceeds at a pace unique to each institution.

6. Although future sources of financial support are investigated as a matter of course, the data do not suggest a growing dependency of AIDP institutions on Federal grants. While there is an expectation that Federal funds will remain an important source of funding, the institutions seek private support and gifts with greater frequency than they seek Federal funds.

7. Staff members on campuses demonstrate greater initiative in seeking and attracting external funding. Funds are being sought from more diverse sources.

8. This institutionalization of systematic planning increasingly requires institutions to confront hard policy questions in advance, resulting in more sophisticated implementation efforts.

9. The impact of AIDP-funded activities upon the transactional information systems has been significant. AIDP activities have initiated or modified twice as many subsystems as institutions had completed prior to receipt of the grant. An unanticipated consequence of subsystem building has been the supportive participation of faculty and staff on a broad scale.

10. Growth of more comprehensive information subsystems tends to support other findings that important linkages among institutional units is an essential part of the development progress. Once established, the flow of information becomes a key element in maintaining these linkages.

11. Primary growth in development of an office of institutional research has been in the direction of informational analysis and research and away from discrete studies. This lends support to the function of the systems approach which has been accepted by many institutions.

12. Institutions have remained optimistic in their expectations for a functioning PME system. Progress has been slowest in implementation of the management component of PME. Institutions report that more work remains in the evaluation component than in either planning or management components.

STUDENTS – THE PRIME BENEFICIARIES

1. Many innovative programs with direct benefits for low-income students have been implemented with AIDP direction and funding. These activities have been integrated with other curricular offerings. There is evidence of a direct relationship between the frequency of this occurrence and the number of years that institutions participate in AIDP.

2. Experience in AIDP appears to lead institutions to develop interrelated supportive services which assist students in placement as well as in improved student retention. Evidence for this finding is the fact that institutions with longer experience in AIDP reported more success in enrolling low-income students, in their completion of programs, and in finding employment in areas for which students had been prepared.

3. Programs in the areas of basic skills and developmental programs have been expanded throughout the course of AIDP participation. A focus on meeting the needs of students from low-income families is clearly in evidence.

4. Course offerings in career areas have expanded as a result of AIDP experience. Larger increases were especially noted among institutions with more years of participation in AIDP.

5. Special group programs offering specific services to such groups as women, senior citizens and handicapped have increased as a result of AIDP. Smaller institutions reported especially large increases in this area indicating a new focus of attention on meeting the needs of these groups.

6. Student personnel services have increased through AIDP participation along with the number of professionals employed to serve student needs. Institutions have evidenced increasing success in securing jobs for graduates, especially for students from low-income families. Drops were noted in the ratio of counselors to students with anticipated strengthening of institutional capabilities in the area of student support programs.

7. Course offerings in the area of continuing education increased as a result of AIDP participation. Smaller institutions in particular expanded their offerings in continuing education activities and reported increased student enrollments in these courses.

RECOMMENDATIONS

Action Steps

1. Institutions should be encouraged to redirect or discontinue floundering activities. If activities are identified that hold no promise for contributing to institutional goal attainment, both the institution concerned and the Office of Education should have procedures that will encourage a prompt redirection of funds and effort.

2. Efforts should be made to encourage accreditation agencies to give increased attention to PME capabilities in assessing the quality of institutional programs and administrative practices. The quality of agency recommendations will need to be more precise and relate more specifically to the institution's stated goals, objectives, and performance evaluation measures.

3. Early technical assistance to refine statements of goals, objectives and performance evaluation measures for initial submissions of program operational plans should be continued.

4. Systematic, on-campus monitoring and evaluation of AIDP activities should be continued and integrated into the institution's total administrative operations.

5. Increased interaction should be encouraged among appropriate representatives of participating AIDP institutions. This interaction should extend beyond contacts at workshops and conferences and should lead to increased sharing of experiences involving successes and failures.

6. USOE should take appropriate steps to ensure that firms and organizations which provide consulting services to institutions under the aegis of the AID Program should use the same conceptual framework for program planning and evaluation that the grantee institutions are required to use.

7. USOE should continue to focus special attention on the involvement of institutional presidents in AID program planning and implementation.

FUTURE

Future trends in administrative areas will be influenced in no small part by major changes that have already taken place in AIDP institutions.

Progress toward improved institutional development has resulted from PME systems building. One major result has been in improved transactional information systems, another in refining the planning processes. Improvement in the management and evaluation components is underway. Linkages among the three components, earlier understood to be a desirable goal, together with improved flow of information and communication, are reported to have attained a level of significant progress or are substantially accomplished in a number of cases. Institutions project continuation of systems building through 1981. It is therefore reasonable to expect that greater substantive improvements in administrative effectiveness will accrue in the future.

There is no evidence that institutions contemplate a reversion to ineffective management practices. This conclusion is based on observations made during on-campus visitations, institutions' periodic progress reports, and presentations at Consortium-sponsored conferences and workshops. For example, institutions have reported plans to continue progress in the future in the building of new transactional information systems and the merging or integrating of such subsystems into more comprehensive ones.

Furthermore, increased participation of faculty and staff, required to produce more specific objectives and performance evaluation measures, will probably continue. The interdependence and interaction among units, essential for effective program management, is also likely to be continued.

Institutional representatives further project that skills acquired in organizing and carrying out assigned duties will be reflected in future administrative practices.

Worthwhile studies, completed under AIDP, are now viewed as a continuing part of the information analysis to be conducted by an expanded institutional research office. It is reasonable to expect that the information flow, now more accurate and timely, will be regarded as vital to an institution's survival and hence will continue to be expanded and improved.

The realities of organizational life of AIDP institutions, along with others, will become increasingly complex, with interdependent relationships between areas of increasing specialization. This will necessitate more decentralization of decision making by persons in the hierarchy of institutions. Since AIDP activities are reported to have assisted institutions in dealing with these realities, it is expected that future organizational developments will take cognizance of these effective administrative practices.

Most of all, however, it is the development and appropriation of a dynamic, self-renewing and responsive administrative system that holds the greatest promise for future institutional development and increased administrative effectiveness.

As a matter of national policy, investments already made in the AID Program should be continued and strengthened so that the full benefits and promises of AIDP can be fulfilled and the broad segments of students served by grantee institutions receive the character and quality of educational opportunity to which they are entitled and which will further enrich and serve our society.

PART II. PLANNING TEAM REPORT

The Planning Team Report was designed to provide top-level administrators and faculty at each institution the opportunity to generate an in-depth assessment of the achievement of institutional goals over the academic year. The planning team was to be comprised of the President, the AIDP Coordinator, a top-level academic officer, a research/planning officer, and a student services officer. All responses were to represent a consensus of the team.

The Planning Team questionnaire contained four parts: Part I required qualitative judgements, supported by evidence, on the impact of AIDP activity outcomes on institutional goals. Forms for this part were completed for each of the institution's 1977-78 academic-year goals. Part II asked for any information concerning indirect impacts of the AIDP activities on the institution. Part III involved information on fund-raising efforts, while Part IV asked for a description of changes in the processes of upper-level management.

ATTAINMENT OF GOALS

The planning team at each institution was asked to evaluate the attainment of academic-year goals which had been listed on Schedule 2 as part of AID Program 1977-78 projections. Goals were designed to reflect the outcomes desired by each institution, and not necessarily goals associated with AID Program activities alone. They represent the thrust of the institution and are broadly based within the institutional framework. Ten academic-year goals were selected at random for use in the study. For a large number of institutions this represented all of the academic-year goals. The planning team was asked to answer the following for each of the academic-year goals:

A. What is the level of attainment of the goal stated above?

B. What portion of the goal was achieved as a direct result of AIDP contributions?

C. What best represents the anticipated or expected contribution of AIDP toward achievement of the goal stated above?

D. Cite in concise and specific terms the evidence on which the percentage given in response to question B is based.

ATTAINMENT OF GOALS
(Two-Year Institutions)

GOAL ATTAINMENT

AIDP activities contributed substantially to the achievement of academic year goals. Overall, AIDP contributed near or above the level of expected contribution for 80 percent of all institutional goals. Nearly all national and program goal categories were substantially achieved. While institutional effectiveness and curriculum reforms represented the largest percentage of goals, the areas of preparation for under-represented professional and increased upward career mobility were seen as having been achieved at the highest levels.

The effects of AIDP impact on the national priority areas can be expected to have a positive influence on institutions if these competencies, procedures, and systems are integrated into the continuous operations and procedures of the participating institutions beyond the AIDP grant period. The reliance on AIDP to contribute to the attainment of institutional goals and evidence that these expectations are often met or exceeded but do not overshadow the institutions other efforts, reflects an important outcome of AIDP impacts. AIDP is not expected to replace institutional efforts as is clear from the substantial level of goal attainment regardless of AIDP's actual contribution.

The strongest reliance on AIDP for achieving academic year goals is in the area of academic skills and counseling. These levels did indicate the highest level of actual AIDP contributions. This may represent areas in which planned AIDP activities added new areas to instructional efforts, thereby raising expectations which will be realized as the AIDP activities are developed and implemented more fully.

Finally, it must be reported that the planning teams of a number of institutions have informally stated to McManis Associates that the process of focusing on specific goals, reviewing their attainment, and reconsidering the role of management—a major thrust of the Advanced Institutional Developmental Program—has been a meaningful and important facet of institutional growth and development.

The Planning Team report was constructed to provide two-year institutions with an opportunity to generate, through collective wisdom the institution's planning team of top level administrators, an assessment of the achievement of each academic-year institutional goal.

The goals were grouped as national priority goals areas set by Office of Education regulations. Institutional goals were grouped into these categories for analytical purposes. The findings were as follows.

INSTITUTIONAL EFFECTIVENESS

Institutional effectiveness represented 24 percent of the academic-year goals set for completion. The three areas, quantitative, MIS, and PME, were attained at substantial levels. AIDP contributed to the attainment of these goals at higher levels than expected. This suggests that AIDP is an integral part of institutional efforts to improve administration. AIDP may also be credited as the principal vehicle for administrative improvement in goal areas that are being substantially attained.

ADMINISTRATIVE STYLE FLEXIBILITY

Administrative style flexibility was responsible for seven percent of the total goals set for the academic year. Of these goals, the level of attainment was 2.84 with actual AIDP contribution at the 3.0 level, as opposed to a 3.3 level of expected contribution out of a scale of 4.0. The level of attainment was moderate, perhaps because of the complexity involved in instituting administrative change at this level. Institutions responding have reported having increased awareness and sensitivity to management behavior, staff development involving MBO workshops and evaluation methods. However, much work has to be done in these areas. The substantial contribution of AIDP indicates the high level of AIDP efforts aimed at improving this crucial area.

CURRICULUM REFORM

Curriculum reform represented the largest portion of goals set for the academic year. Twenty-eight percent of the goals fell in this area. AIDP contributions were slightly lower than the level of contributions expected. However, there is a direct correlation between anticipated and actual AIDP contribution. This suggests that AIDP is having a noticeable effect in the area of curriculum reform. AIDP efforts contributed directly to the substantial level of goal attainment in this area. The data in the Planning Team Report suggest that institutions are making significant gains in this area. However, AIDP contributions are perhaps lower because of the number of years involved in ascertaining the level of goal attainment in the area of curriculum reform. Curriculum reform was largely concerned with institutional accreditation, internships, faculty development and the use of media in instruction.

PREPARATION FOR GRADUATE SCHOOL

Preparation for graduate school was not represented by any of the goal areas. Two-year institutions are concerned with students entering careers and going on to four-year colleges.

PREPARATION OF STUDENTS FOR UNDER-REPRESENTED PROFESSIONAL AREAS

Preparation of students for under-represented professional areas represented ten percent of the total goals identified for the academic year. The level of attainment was substantial (3.2). AIDP contribution was higher than the expected level of contribution, indicating that the high level of attainment was directly influenced by AIDP activities over and above what was actually expected in this area.

INCREASED UPWARD CAREER MOBILITY

Increased upward career mobility represents three percent of the total goals listed. The level of attainment was the highest for all goals (3.24). However, AIDP contributions were less than expected, illustrating that institutions have gained greater facility in placement and counseling strategies, student services, recruiting, and retention as a direct result of fixed AIDP efforts in previous years of the project. AIDP actual contribution was less than expected because its impact had already been demonstrated in past project years.

NON-AIDP RELATED GOALS

Goals which were not directly linked to AIDP national priority areas represented eight percent of academic year goals. On the average these goals were reported attained at the level of 2.64. Although not directly attributable to AIDP funded activities, AIDP contributed at a moderate level to their completion. AIDP was expected to contribute at a higher level to the attainment of these goals, but the elements involved did not speak to the crucial impact areas designed by AIDP, thereby restricting beneficial effects.

ATTAINMENT OF GOALS
(Four-Year Institutions)

GOAL ATTAINMENT

AID Program activities contributed significantly to attainment of academic-year goals. All national AIDP priority areas were attained at high levels throughout the academic year. The area of curriculum reform and upward career mobility represented the areas of the largest number of goals. The area of increased institutional effectiveness reported the highest levels of attainment, followed by preparation for under-represented professional areas. The area of institutional effectiveness is central to the AID Program and its success is crucial for institutional functioning and improvement. A reliance on AIDP was evident in administrative areas. This reliance on AIDP was matched by important contributions of AIDP.

AIDP's efforts have been felt in areas not related to AIDP as well. These may have been a result of direct AIDP activities or indirect effects of AIDP activities in other areas. At times AIDP has the effect of releasing staff time to be redirected in other areas. Areas of institutional planning over and above PME activities are often spin-off effects of AIDP which can lead to careful goal setting and eventually increased goal attainment levels.

The following represent principal national priority areas as set by AIDP authorizing legislation. Institutional goals were grouped into these categories for analytical purposes. Throughout the analysis, emphasis was placed on those goals which were reported as having been achieved at the highest levels.

INCREASED INSTITUTIONAL EFFECTIVENESS

Increased institutional effectiveness involved primarily the areas of planning, management, and evaluation and related areas of institutional research, management information systems, and transactional information systems. This area represented 19 percent of goals set for the academic year completion. Both the areas within PME and increased flexibility in administration were attained at the highest levels. Levels of AIDP-reported contribution were lower than expected but were reported in the range of 50-75 percent completed. This suggests that institutions were "open" to changes in administration as indicated by the strong reliance on AIDP in these areas. That the change occurred, in fact, is reflected in the high levels of attainment of goals in this area.

CURRICULUM REFORM

Curriculum reform includes the addition of new courses, majors, and programs and new configurations of courses involving interdisciplinary areas. A strong emphasis in each institution is that of career related and oriented programs. The area of curriculum reform represented 31 percent of the goals set for the academic year. The AIDP expected contribution was higher than the actual contribution, although the difference was .1 on a 4 point scale. The overall level of attainment for this area was 76-100 percent, and AIDP was reported as contributing to that attainment at the level of 50-75 percent. This suggests that institutions looked to AIDP for assistance in achieving curriculum related goals but did not depend on total AIDP participation; AIDP did actually contribute significantly to the attainment of curriculum related goals.

UPWARD CAREER MOBILITY

Upward career mobility includes the areas of placement, counseling, student services, recruiting for low-income students, and student retention. This area represents 23 percent of all the goals included in the study. Sixty-two percent of the goals in this area were achieved at the highest level. AIDP's actual contribution exceeded the expected contribution levels. This was largely in the areas of counseling, student recruitment, and student retention. This area represents new thrusts for a number of four-year institutions, some of which have relied on AIDP support for this new emphasis.

NON-AIDP RELATED GOALS

Goals which were not directly linked to AIDP national priority areas or to AIDP impact areas represented 12 percent of all goals included in this study. On the average, these goals were reported as completed at the 76-100 percent level of completion. These goals were generally in the areas of building programs and fund-raising efforts for general institutional support (as distinct from AIDP fund replacement efforts). Although these goals were not directly related to AIDP participation, AIDP was expected and actually contributed at the 50 percent level to their completion.

INDIRECT IMPACT OF AIDP

The indirect impacts and results experienced by institutions while pursuing funded activities carries this study beyond the direct impacts to program-related resultants which are a product of the ripple effect of causal relationships. For example, installing and staffing a reading lab results in increased reading skills, a direct effect; and it also may result in an increase in library utilization, an indirect effect. Such effects often are noted through interpersonal relationships of individuals on and off campus and, in many cases, surface most sharply during an analysis of institutional characteristics before AIDP and at the present time. The Planning Team Report encouraged the institution's team to identify the three to five most important indirect effects as a part of a broad analysis of the outcomes of the AIDP grant. These "spin-offs" are often viewed as some of the most important institution-wide results of the AID Program's contribution to institutional development.

This section of the Planning Team Report required each institution to list the three to five most important indirect consequences or results of the institution's AIDP-funded activities. These results ordinarily are not reflected in formal reports of AIDP activity accomplishments. Each institution was free to select whatever "categories" of responses were relevant for each institution.

INDIRECT IMPACTS OF AIDP
(Two-Year Institutions)

CONCLUSIONS

- *The most significant indirect impact of participation in the AIDP is the change observed in administrative structure, style, and organization.*
- *The implementation of PME is recognized as the most effective force in redirecting the administrative process.*
- *The planning process now includes representatives from diverse areas of the college, thus broadening representation in the decision making process.*
- *Faculty are encouraged to participate more in the design of curriculum and instructional methods, as well as in management decision making.*
- *In the student service area, the greatest impact has been observed in programs relating to career education and development.*
- *There has been little activity in fund-replacement strategies to provide financial resources to continue the programs initiated by AIDP.*
- *Most of the schools reported that their image was enhanced within their community, through AIDP programs.*
- *While negative responses in this section were few, most of these related to the additional administrative responsibilities incurred by AIDP, felt chiefly by the president, his staff, and other top administrators.*

The following categories reflect the most significant areas of indirect impact on colleges, as reported by the institutional planning team. A summary of the findings and selected institutional responses are listed under each category.

ADMINISTRATION

The two-year institutions felt that the greatest indirect impact was in administrative areas. Twenty-six colleges reported that the management of their institutions had been strengthened through the activities of AIDP.

Several colleges cited the total PME element of AIDP as a major reason for improved organizational change, and other colleges indicated individual components of the system that had improved their administrative structure and decision-making processes.

Forty percent of these institutions pointed to planning activities as a major impetus in experiencing "organizational maturation," as one school termed the change. The benefits of the planning process listed included the use of objectives for planning, increased coordination of activities by administrative and faculty groups, greater numbers of personnel involved in planning, and improved communication between divisions.

Management capability was increased through the development of written systems and procedures: a heightened awareness of the need for and the use of a data basis for decision making, with a correlating increase in computer use and improved, more timely reports.

Several colleges demonstrated an awareness of the need for periodic evaluation of the institution, programs and staff; others noted that AIDP had already improved their evaluation techniques. AIDP-funded activities generated an increased interest in professional development activities, staff development and reorganization in support personnel areas, and the redesigning of job descriptions.

ACADEMIC PROGRAMS AND FACULTY

Colleges reported that the AIDP-funded activities had fostered a more positive faculty attitude toward their institutions and their roles in it, noting specifically a spirit of cooperation and achievement which affects other elements of the campus. More than half the schools observed an improvement in faculty outlook and willingness to serve their colleges by participating in management decisions, engaging in curriculum development, developing new instructional methods, and designing new programs.

Ten schools witnessed experimentation and changes in instructional styles and techniques. A few schools observed an increased interest in individualized instruction, competency-based instruction, and the use of campus computers for teaching. Three colleges noted that AIDP-funded fellowships for instructional development and summer stipends motivated faculty to think more creatively about new courses and programs.

New programs were instituted at several schools with AIDP funds, including six career education programs, an outreach program to recruit older adult students, and a cultural program. Several schools had initiated Learning Resource Centers, Independent Learning Centers and Student-Centered Learning Laboratories.

STUDENT AFFAIRS

The Student Affairs area in AIDP schools has improved in several ways. A general effect has been the rethinking of the total student services program. This past year emphasis was on career development, cooperative education, and student employment services.

A second major area of improvement has been in counseling services offered to students, both academic and personal. Faculty members are contributing substantially more, advising students outside their specific discipline.

A third effect of AIDP in the student affairs area is the improvement of student recruiting and retention policies and practices.

FINANCIAL SOURCES OF SUPPORT

Only three of the 27 institutions responding to this section mentioned additional financial support as an outcome of AIDP participation. Two schools noted an increase in institutional interest and involvement in grant planning as a result of AIDP funds. Some colleges have received funds for projects that were initiated with the AIDP grant.

One college reported an enhanced ability to qualify for funds to improve the curriculum as a result of the technical expertise the faculty members acquired through AIDP projects.

INDIRECT IMPACTS OF AIDP
(Four-Year Institutions)

CONCLUSIONS

- *There is considerable evidence that the most important indirect consequences of participation in an AIDP grant is the change effected in administrative processes.*

- *Changes in administrative processes are identified as positive contributions that improve procedures. Results are significant enough to indicate that administrative styles are changing and that movements toward improved PME are underway.*

- *AIDP activities have increased institution-wide awareness of national trends and developments particularly in administration and curriculum. As a result, institutions are conscious of moving into the mainstream of higher education.*

- *Modifications in curricula outside the immediate scope of the AID Program suggest that more curricular upgrading has occurred than was originally contemplated.*

- *There is evidence that AIDP activities have encouraged a clearer focus on the unmet needs of students and have generated opportunities for greater student involvement.*

- *AIDP activities, and the momentum of activity resulting from their implementation, have encouraged those associated with, or supporting the institutions, to hold a more optimistic view of the institution's potential.*

- *Specific indirect outcomes or consequences appear to spring from individual circumstances, since larger and smaller institutions as well as older AIDP institutions (FY 1973) and newer institutions (FY 1976) provided no distinguishing patterns.*

- *Negative outcomes, such as the added burden of reporting, no longer appear to be considered among the major impacts of AIDP except in the case of several smaller institutions.*

- *A pronounced shift from reporting an "awareness" of mainstream practices to reports of such practices actually underway on campus, when current findings are compared with those of the preceding year.*

The following represent categorization of institutional responses into typical areas.

ADMINISTRATION

Indirect outcomes related to institutional administration were the most frequently mentioned. Approximately half of all outcomes noted represent a slight increase over the preceding year when changes in categories are taken into account. Additional burdens and outlook and perspective were included under the administration category last year. There is continuing evidence that indirect administration impacts result from AIDP reporting requirements as well as from the various specific activities.

Significant modifications in administrative styles were noted, such as:

- *Wider participation in planning;*
- *Increased use of data;*
- *Greater emphasis upon systematic evaluation;*
- *Mission and goals more clearly and widely understood;*
- *Greater sense of interdependence among institutional units;*
- *Greater effort to document and codify policy;*
- *Greater emphasis upon performance and accountability; and*
- *Planning more widely used.*

Responses on institution-wide administration also correlate well with the three most important changes in upper level management (Part IV of the Planning Team Report).

Despite the added institutions (15) included in this study, a careful comparison of observations made in the preceding impact study shows no significant departures. Impacts in managing and planning continue to be more frequently noted than evaluation impacts. While the positions in order of frequency of important indirect administration results remained the same, impacts on planning were more frequently noted than in the preceding year.

FACULTY & STAFF OUTLOOK & PERSPECTIVE

Frequent references to institution-wide changes in outlook and perspective resulting indirectly from the AIDP grant necessitated a separate category for this study. A sensitivity on the part of staff of its institution's potential for achieving progress toward mainstream status could be expected to develop in the course of an AIDP grant's implementation. It is therefore reassuring that so many positive observations were noted.

Significant impacts included the following.

- *Faculty is more sensitive to the broad range of factors that have impact upon their programs.*

- *Growth in institutional self-confidence.*
- *Reduction of insularity or provinciality.*
- *Improved morale resulting from evidence of progress and purposefulness.*
- *More familiarity with the use of external resources.*
- *More positive attitude toward OE staff.*
- *More positive, dynamic image of the college.*
- *Enhanced preparation for accreditation.*

The preceding year's study noted, among indirect outcomes, an increased frequency in external contacts and a faculty awareness of national trends. Responses in this study suggest similar impacts. Increased contact among institutions through the exchange of materials and through workshops no doubt have had a part of this.

As in the case of impacts upon administration, such indirect impacts, so vital to an institution's entry into the mainstream, seem to arise as a normal consequence of the way institutions go about the implementation of their AIDP activities.

ACADEMIC PROGRAMS

Evidence suggests that changes in curriculum initiated by AIDP-funded activities have set in motion a more significant institution-wide redesign in the curriculum. Significant features of this indirect impact were:

- *Greater respect among faculty for service courses;*
- *An increase in curricular development;*
- *Greater attention to career development by all students;*
- *A growing recognition of national trends in instructional improvement; and*
- *Broader use and more varied services for instructional support.*

While the proportion of institutions noting an impact upon curricular developments was similar to preceding years, there was a pronounced shift from mention of "awareness" of national trends to mention of reports of efforts actually underway on campus that recognize such trends. A corollary can be noted in the shift away from observations regarding additional faculty development efforts to observed outcomes of such development.

There was continuing evidence that curricular reform and redesign stimulated indirectly by AIDP activities was focused upon the needs of disadvantaged students and of the institution's ability to provide the kind of instruction its students need to advance in the careers they have chosen. Mainstream developments across the nation are being widely used in this effort.

The findings suggest that the indirect consequences of AIDP on academic programs are less frequently cited than those upon administration. In an effort to properly classify impact in terms of categories of outcomes, it was necessary to consider a more active faculty participation in decision making and their recognition of mission and goals as administrative outcomes. Yet, it should be recognized that an eventual impact of these latter developments might be felt upon further curriculum improvement. Thus, the winds of curricular change beyond AIDP-funded activities may be somewhat understated.

STUDENT AFFAIRS

Institutions report that an indirect result of their various AIDP activities has been a greater awareness of the need for improvements in counseling and advising. Student response to AIDP-supported services has encouraged further attention. There is evidence that on some campuses the importance of recruitment and retention strategies has been highlighted by AIDP activities.

Indirect impacts related to student affairs were mentioned less often in this study than in the preceding year, and emphasis has passed from awareness and discovery of unmet needs to references to improvements underway. Institutions new to AIDP express fewer impacts (18 percent compared with overall 33 percent) in student affairs than institutions with older programs which may account on balance, for the growth of evidence of progress.

INSTITUTIONAL OUTLOOK & PERSPECTIVE

There were other, less direct results of AIDP, which focus on the affected institutional self-concept and the community's perception.

Sixteen institutions noticed enhanced status and improved image, citing faculty and student awareness of AIDP generated activity and improvements as one major effect. Increased visibility of the institution in the community was seen as a second major result. In this latter effect, increased fund-raising efforts and continuing education programs were noted as the chief catalysts for this heightened public awareness.

Other colleges commented on successful accreditation reviews attributed to AIDP-related improvements and the adoption of models developed by AIDP project staff by programs not directly involved with AIDP. Several schools said they appreciated the opportunity to draw external consultants with a variety of skills and knowledge to the campus who were able to make an objective review and suggest recommendations.

NEGATIVE IMPACTS

In this study, six institutions expressed negative impacts as indirect major consequences of their AIDP activities. These were approximately 2 percent of all observations. They dealt with uneasiness and anxiety resulting from change (2), increased workload before benefits are visible (1), staff overload to serve the OE financial report system (1), a financial squeeze between the end of the basic grant and the beginning of AIDP (1), and the emergence of a more formal, businesslike style of management that might curb creativity (1).

Five institutions commented that AIDP had placed an additional burden on their college, primarily in the form of increased workload on administrators and their staff.

Two institutions noted that the additional funding that permitted payment of faculty for curriculum study set expectations that such efforts are extraordinary to routine faculty duties and expressed concern that such remuneration would always be anticipated. Another school felt that its Central Administration would decrease its financial allocation to the College because of AIDP funds already received.

Some institutions reported that many of the required activities increased the number of meetings and created a duplication of efforts among administrators, since the President and his immediate staff were also on AIDP committees at times. They suggested the development of an AID Program that is parallel to but separate from the administrative structure.

FUND-RAISING EFFORTS

This section of the Planning Team Report sought to gain insights into the fund-raising efforts and experiences of each institution. Major sources of funding were identified on the questionnaire and respondents were asked to indicate changes where appropriate. Institutions also were asked to note expected sources of additional funding and to assess fund replacement probabilities in various areas of college programs. This section was designed to provide general and specific assessments of sources of fund replacement for AID Programs and for other institutional programs and operating areas.

FUND-RAISING EFFORTS
(Two-Year Institutions)

CONCLUSIONS

- Fund-raising efforts continue to serve as a source of immediate concern to two-year institutions.
- There is much evidence to support the premise that fund replacement strategies are in operation at most two-year institutions as a direct consequence of AIDP activities.
- There is a greater facility being demonstrated in the area of fund-raising capabilities, but the future emphasis leans towards greater dependency on private gifts and contributions with less reliance on public sources.
- Institutions appear to recognize the growing dependence of lower income students on the two-year institutions and as a direct result seek to minimize the role of tuition and fees as a source of funding.
- There is a need to further expand the abilities of institutions to increase their research capabilities in fund-raising strategies.
- Realizations for 1977-78 are indeed modest but the project appears to offer magnificent prospects for participants.

Responses to open-ended questions indicated that staff development activities and the PME system have directly affected the fund-raising capabilities of the institutions participating in the program by supporting institutional planning efforts and directing positive fund replacement strategies. Integrating AIDP strategies and approaches into institutional activities and generating necessary funding to bolster them have important long-range consequences for participating institutions. AIDP strategies must become a viable part of the college. Individual and financial sacrifices must be made to the maintenance of these activities to establish their legitimacy and to increase the continued positive effects.

The AIDP grant and its related activities heightened the image of participating institutions and increased their ability to attract future additional funding.

FINDINGS

Sixty-eight percent of all responding two-year institutions reported anticipated increases in future funding sources from both private and public sources as a result of their AIDP grant. More recent institutions (those joining the program since 1976) reported 78 percent in this anticipation while 62 percent of those in the program for over three years reported an increase. Small schools reported an anticipated change of 61 percent while large schools reported an anticipated change of 75 percent. It is evident that these estimates of increases for the future were made while actual increases observed to date have been much less widespread (24-28 percent). Decreases in funding to date have been evidenced by none of the reporting institutions, all of which, however, anticipated future increases.

Additional external funding for various improvement programs in the future is expected to result more from private than other sources.

Institutions were also asked to rate their current assessment of fund replacement probabilities in several areas. In general, a majority of two-year institutions expected increases in all sources of funds: Federal, state, private, gifts and contributions, tuitions and fees, and endowment income. Private sources (75 percent) and gifts and other contributions (75 percent) proved to be the sources of support from which all two-year institutions anticipated the greatest results.

Private support and gifts and contributions were found to be more promising for future improvement programs than Federal and state funds. However, this was not necessarily reflective of volume.

A more active and successful search for funds has resulted from management improvements and successful experiences gained from AIDP participation and activities.

Forty-four percent of all institutions reported that the number of proposals submitted had increased. Forty percent reported increases in the amounts of funds acquired; and 52.5 percent reported increases in the variety of funding sources sought. In no cases was a decrease reported in proposals submitted.

Institutions in the program for three years and over reported more incidences of the positive impact of AIDP than did the institutions in the program for under three years. Those institutions with the smallest enrollments consistently reported slightly more increases in the number of proposals submitted (62 percent), and variety of funding sources sought (92 percent) than did schools with larger enrollments.

Gifts and grants during the 1977-78 fiscal year that could be directly attributed to the institution's participation in AIDP were in significant amounts for those reporting.

Twenty-one schools responded to this part of the Planning Team Report and reported a mean of $110,282.23 in gifts and contributions. Only three of those institutions in the program since 1976 reported that any funds were acquired as a result of AIDP.

A current assessment of fund replacement sources by institutions placed greatest expectations upon Federal and state support.

Institutions were asked to assess current fund replacement probabilities in the areas of (1) endowment income, (2) tuition and fees, (3) gifts and contributions, (4) Federal support, (5) state support, and (6) private support.

A majority of responses fell in the moderate category for all areas. A small percentage rated the probability of success as excellent to substantial in three of the six categories. Tuition and fees was the exception; in fact, 24 percent of the institutions rated their fund replacement probability from this source as unlikely. Federal support was perceived as having the greatest fund-replacement probability by all schools (58 percent).

FUND-RAISING EFFORTS
(Four-Year Institutions)

CONCLUSIONS

- The AIDP grant and its relevant activities have had a significant impact on the ability of the institutions to seek and acquire additional funding.
- The larger, public institutions started from a different base or level of fund-raising capacity than did the smaller, private institutions which may have traditionally sustained a more active fund-raising effort.
- Fund-raising efforts take time to mature and show results. The institutions give evidence of this in current experience and in their expectations for the future.
- For future institutional improvement programs, expressions of expectations place greater importance on private sources and gifts than on additional Federal support.
- Commitment to continue to seek support for various improvement programs has been strongly expressed. More reliance is placed on resources under their control, such as tuition and endowment income, than on more problematical Federal and state resources.
- Where a direct or indirect relationship can be established, institutions have found their AID Program has encouraged substantial gifts and grants annually.
- Increases in support should continue on an annual basis with resultant substantial long range effects.

Eighty-nine percent of all four-year institutions anticipated an increase in funding in the future from private and public sources as a result of the AID Program. More recent (1976) grantees were unanimous in this anticipation, while 78 percent of earlier (1973) grantees reported an anticipated increase. The size of the institution was not a factor. It is significant that these estimates of increases for the future were made while actual increases experienced to date have been much less widespread (36-39 percent). Decreases in funding to date have been confined to a few smaller institutions, all of which, however, anticipated future increases.

Eighty percent of all institutions reported that the number of proposals submitted had increased. Seventy-two percent reported increases in the amount of funds acquired; and 79 percent reported increases in the variety of funding sources sought. In only one case was a decrease reported in proposals submitted.

Institutions in the program for four years and over reported more incidences of positive AIDP impact than did the institutions in the program for two years. Colleges and universities with the largest enrollments consistently reported slightly more increases in the number of proposals submitted (85 percent), amount of funds acquired (73 percent), and a variety of funding sources sought (85 percent) than did schools with the smaller enrollments.

UPPER-LEVEL MANAGEMENT

This section of the Planning Team Report was designed to discern important changes that have occurred in the way upper-level management goes about its work. Of particular interest were changes that have occurred as a result of AIDP participation in the informal lines of communication, relationships among staff members, and clarification of responsibilities and levels of authority. Relationships between individual campus groups, faculty and administrators, and among administrative levels were to be highlighted. The identification and articulation of these changes required in-depth analysis by the members of the institutional planning team.

UPPER-LEVEL MANAGEMENT
(Two-Year Institutions)

CONCLUSIONS

AIDP-funded activity has facilitated the transfer of management techniques and skills to academic administration. The several categories of responses suggest the wide range of AIDP impact on administration/management areas of the colleges.

The effects of AIDP participation on management as noted here correlate to the responses given in the section on indirect impact in Part II in which administrative style and technique was the area cited by the schools as the one most affected by AIDP.

Upper-level management at the 28 responding institutions benefitted in several ways through AIDP participation. The principle changes affected by AIDP fell into seven major categories, with most schools listing an average of three categories of change. The individual categories are listed below with the percentage of responses relating to each specific change in parenthesis.

- Increased efficiency and effectiveness in planning, management, problem solving, and evaluation activities (64 percent).
- Broader representation of institutional personnel in decision making (60 percent).
- More purposeful, productive, and regular meetings (50 percent).
- Increased recognition among administrators, faculty, and staff of the need to establish an institution-wide PME system (46 percent).
- Increased and more effective communication among administrators, faculty, and staff (36 percent).
- Clearer understanding among administrators, faculty, and staff of their respective responsibilities (36 percent).
- More authority delegated to top-level administrators/managers (18 percent).

FINDINGS

The following categories indicate principle changes affected by AIDP in the larger area of upper-level management.

EFFICIENCY AND EFFECTIVENESS IN PME

Increased effectiveness in the planning, management, and evaluation area as a result of AIDP participation was the most pervasive change observed by the institutions. More specifically, the colleges noted improvements in formulating objectives for planning, in needs assessment, in the use of MBO, MIS, and TIS, and in evaluation capabilities.

BROADER REPRESENTATION IN DECISION MAKING

Colleges report that the decision-making process now includes a wider range of administrators, faculty, and staff. This increased involvement offers a more comprehensive and diverse input into the decisions, and improves the lines of communication and commitment of participants regarding policies and procedures. New leadership emerges, especially among faculty, and a more democratic structure evolves.

MEETINGS

While many colleges admitted, and often lamented, the need for more meetings to coordinate the numerous AIDP projects, they observed that the meetings are more organized, productive, and democratic. Many of the AIDP-sponsored meetings have served as catalysts for improving coordination of staff activities external to the program.

NEED FOR PME SYSTEM

Administrators, faculty, and staff at the AIDP institutions have recognized the advantages of a comprehensive PME system, citing improvements in all areas of administration resulting from PME, MBO, and other "systems" types of management. The benefits accrued range from improvements in organizational structure to more efficient record-keeping methods.

The increased awareness of the importance of a PME system results in a positive attitude toward innovations, administrative style, and structure.

COMMUNICATION

Increased and more effective communication between various groups within the colleges has resulted from AIDP participation. The improvement in communication, while listed by the schools as a category in itself, is closely related to other effects, such as improved meetings, broader representation in decision making, and increased delegation of authority.

More specific examples of communication improvement include increased cooperation between administrators, attempts to communicate with all personnel divisions, and scheduling additional meetings and conferences on off-campus sites.

ROLES AND RESPONSIBILITIES

A clearer understanding of individual roles and responsibilities within the college was noted by the AIDP schools. They reported that lines of responsibility and authority have been more sharply delineated, that relationships between divisional and operational units of the schools have been clarified, and that job descriptions and objectives have been refined.

This clarification of role responsibility consequently contributes to more effective management.

DELEGATION OF AUTHORITY

Increased delegation of authority to top-level administrators/managers has involved more personnel in administrative decisions, and has freed other administrators to concentrate on other areas, such as fund raising, development, and institutional policy and planning.

This dispersion of authority has uncovered professional skills of previously untapped personnel and allows for more democratic decision making, drawing input from additional resources within the college.

The following is a representative list of comments on changes in upper-level management resulting from AIDP impact.

- In the area of academics and the planning process, the AIDP funding has promoted more participation by division chairmen. The division chairpersons are now actively involved within the scheduling, program planning, and budgeting of their own department. As a consequence of this change all faculty members are involved in the "administration side" of academia. This process has produced more of a brainstorming effort and has led to some very interesting proposal ideas.
- More staff time is involved in the decision-making process as a result of AIDP activities and more long-range planning has occurred. Attempts to develop fund replacement options for all the AIDP-supported positions necessitates not only long-range planning and forecasts but an integrated comprehensive look at state and Federal budget allocations. Consequently, a greater number of staff members

have been involved in the discussion/input process, if not the actual decision-making process itself.

- With regularly scheduled meetings between the AIDP Coordinator, the college president, the administration, staff, and faculty chairpersons, there has been more joint decision making relative to the role of each person in the college organization.
- Generally, it appears meetings are fewer in number and are more significant activities.
- Meetings are carried out in a more professional manner and institutional governance is more democratic at all levels.
- Goals, objectives, and performance measures have become elements of principal administrative discussions. The formulation of a program structure and of program descriptions, goals, and objectives has intensified the awareness of these elements of a management system.
- The PME system being implemented had the President directing his administrative staff to work together in recommending an institutional plan of action. The benefits indicate that the process, though new, will continue as an institutional management style.
- This year the college has continued to resolve relationships between the district office and operating units. Progress has been made in defining which functions are to be performed at the district level and which ones at the college level.
- Employee position descriptions are being prepared, and when completed will be the first comprehensive set of these descriptions that have been implemented. The descriptions are using information from a detailed survey of administrative staff activities.
- In the area of development, AIDP has freed office time to look in the direction of private sector funds. The development office is now looking at the areas of corporate funds and endowment gifts.
- A great deal of talent has been discovered among college staff members in areas outside their "jobs," and this is being utilized.
- Key managers within AIDP have been aided with assistance of special assistants. These special assistants primarily assist in planning and managing, in day-to-day office work load, and free key managers to plan, manage, and evaluate the institution.

- Planning has increased significantly, rather than responding to crises.
- An analysis of the information flow system is being conducted as a part of the AIDP effort. All organizational units that initiate, store, and/or utilize operational information have been interviewed, and the nature and use of the data determined. This effort is being used as a means to more efficient and effective use of the computer.
- The External Evaluation of AIDP and other categorically funded programs has resulted in an expanded consciousness by managers of goal setting, the proper formulation of objectives, and the compliance with evaluation measures.
- Institutional Research Reports have become part of the college's planning processes. The Student Characteristics Study has been incorporated in the College Accreditation Report. The Student Basic Skills Study has provided a rationale for the President's Task Force on Student Skills. The Institutional Research Office funded by AIDP is providing information for decision making and college planning.

UPPER-LEVEL MANAGEMENT
(Four-Year Institutions)

CONCLUSIONS

Responses generally reflect a broad spectrum of changes in upper-level management ranging across categories used in this analysis. It appears that categories identified are interrelated and overlapping since institutional responses fit into multiple categories. A total of 58 percent of all institutional responses fall in at least half of the established categories describing favorable upper-level management changes. Correspondingly, 70 percent of the 1973-74 institutions and 44 percent of the 1975-1976-1977 institutions are represented in at least half of six categories. Further, as would be expected, the data suggest that more of the older grantee institutions have made important upper-level management changes than the new grantee institutions.

The following represent principal areas of change reported by institutions in the way upper-level management goes about its work as direct and indirect results of AIDP participation.

1. Increased effectiveness and efficiency.
2. Broader representation of institutional personnel in decision making.
3. Increased and more effective communication among administrators, faculty, and staff persons.
4. More purposeful, productive and regular meetings.
5. Clearer understanding among administration, faculty, and staff of roles and responsibilities, organizational structure policies and procedures.
6. Increased recognition of the need for an institution-wide system.
7. More delegation of authority.

The following is a representative list of comments or changes in upper-level management resulting from AIDP impact.

- *With the creation of a weekly meeting of the Executive Staff, team management involving decision making based upon consensus has been emphasized with a resulting greater coherency in the application of policies, the determination of objectives, and the coordination of strategy implementation. (73)*

- *It is clear that we do not yet operate on the level of efficiency that we would like. But it is equally clear that a planning and efficiency ethic has begun to take hold on the campus. Our planning and decision-making processes are increasingly deliberate and coordinated. It is fair to say that we are on the way to becoming a more efficiently run institution, and no small part of this trend is due to the efforts conducted under our AIDP grant. (73)*

- *There have been a variety of changes in the formal lines of communication. In the AIDP sponsored management development activity, great emphasis was placed on sharpening job descriptions, rerouting communications, and generally making everyone more aware of the organizational structure of the institution. Much effort has gone into this activity, resulting in two Handbooks, one for administrators and one for trustees, and a Procedures Manual. The College also revised its Faculty Handbook recently, and thus finds itself in the best shape ever in having a clear-cut, well-known organizational structure. (74)*

- *There is a great awareness of the need to use more objective, quantitative, and professional decision-making techniques in place of the seat-of-the pants approach. (73)*

- *Staff meetings have become more productive and concentrate on the "how" and "why" and less on the "what." There is a greater feeling among staff members of knowing where we are headed, what we are trying to do, and how we plan to accomplish it. (75)*

- *Decisions take place at appropriate levels. Top-level management leaves decision making which belongs at lower management levels at those levels. Each top manager works better as a result of information which gets to him and he in turn bumps upward and downward.*

III. 1978 AIDP IMPACT EVALUATION QUESTIONNAIRE

The impact questionnaire was designed to gather comparative data on the status of each AIDP institution in specific academic and administrative areas. The four areas were:

- *Curriculum improvement;*
- *Student services;*
- *Continuing education; and*
- *Planning, management, and evaluation.*

These areas were determined to be the four principal areas of impact from previous AIDP Impact Studies. Specific questions were included to facilitate measurement of AIDP impact in the areas of national AIDP priorities.

Information of a quantitative nature was gathered from each institution for the year before the AIDP grant award and the 1977-78 academic year. This allows comparisons to be made between the beginning of AIDP participation and the most recent academic year to judge the impact of AIDP on participating institutions.

1978 AIDP IMPACT EVALUATION QUESTIONNAIRE
(Two-Year Institutions)

CONCLUSIONS

The largest increases during the AIDP grant period were reported in the area of special group programs. Both basic skills and career credit programs also demonstrated significant increases. While there have been increases in academic programs, there has not been a proportional increase in the number of students enrolling in them. This is perhaps due to the focus of the two-year schools on career training as opposed to preparation for transfer credit.

There is an overall increase in the number of low-income students enrolled in all other programs and in successfully completing the requirements. The smaller colleges, particularly, have been most successful in having students complete the requirements for these programs. This indicates the attainment of one of the AIDP goals, viz., to prepare and retain the low-income student in an educational environment. The smaller institutions perhaps foster a more conducive environment to enable the students to complete their programs.

In many areas, the more recently funded schools have demonstrated far greater increases in proportion to students, both total and low-income, who are enrolled in these programs. This is perhaps due to improvements and insights that the older schools can offer the new ones and to the more effective design and implementation of programs.

The four categories covered in the curriculum improvement area of the impact study are: (1) occupational/professional/career credit programs, (2) academic areas, (3) basic skills/remedial/developmental programs, and (4) special group programs.

1978 AIDP IMPACT EVALUATION QUESTIONNAIRE
(Four-Year Institutions)

CONCLUSIONS

The largest increases during the AIDP grant period were reported in the area of special group programs involving bilingual, women's, and senior citizens' programs. AIDP represents the largest contribution to basic skills/developmental/remedial programs (funding 76 percent of all such programs). Many innovative programs, especially in development of basic skills, with direct benefits for low-income students, have been implemented with AIDP direction and funding. They are integrated into the institutions' curricular offerings. There is some evidence that this may be occurring more directly with more years' experience in AIDP. A very high proportion of AIDP activities are fully operational in all areas of curriculum reform and increased instructional effectiveness.

Clear patterns do not emerge across all four types of curricular offerings included in this section, but consistent observations are possible for large/small and two years/four years of participation in AIDP. Low-income students enrolled in each area represent more than half of all students enrolled. Basic skills programs involve the highest proportion of low-income students (96 percent). The levels of low-income students represent decreases in all areas but basic skills over the period of AIDP participation. This perhaps may be a result of ceilings on available financial aid, which reduces the number of low-income students in college, or it may be evidence of broader-based recruiting efforts implemented after AIDP was begun. The percentage of low-income students completing programs has modestly increased over AIDP grant periods. Low-income students appear to be entering graduate school at an increasing rate, but the percent of low-income students finding jobs in their career fields has decreased.

Institutions in AIDP for four years reported generally more success in enrolling low-income students, in their completion of programs (especially in career programs), and in their finding employment in the areas for which they have prepared. This suggests that experience in AIDP may lead institutions to develop interrelated supportive services in addition to new curricular areas which assist students in placement as well as staying in college.

This section observed results based on similarities and differences of institutions participating in AIDP for two years and four years. While this can be seen as a procedure which should maximize differences between institutions new to AIDP and those which are in the final stages of participation, there are a large number of institutions in the first, third, and fifth years of AIDP that may have experiences tending to "even out" some of the results, which may be difficult to interpret. For this reason, it is especially important to emphasize the overviews provided in the tables, which are based on data for all colleges and universities responding to the questionnaire.

CURRICULUM IMPROVEMENT
(Two-Year Institutions)

OCCUPATIONAL/PROFESSIONAL/ CAREER CREDIT PROGRAMS

There were 43 career credit programs offered by the two-year institutions during the 1977-78 year, which represents an increase of 24 percent since the AIDP award. Of these 43, six or 14 percent were AIDP-funded, and five of these were fully operational at the end of the last academic semester. Student enrollment in career programs has increased in the large institutions, with an extremely large percentage increase of low-income students. The smaller institutions reflected a decrease in total student enrollment of career credit programs, but an increase in low-income student enrollment.

The large institutions enrolled a greater number of students, including the low-income group, than the smaller schools; however, the small institutions demonstrated significantly higher percentages of students who met the academic requirements for completing the program and finding employment in the careers for which they prepared. These numbers were true for groups of low-income students as well as the total number of students.

Institutions participating in AIDP two years or less experienced increases in all areas of career credit programs, especially in total enrollment and in the number of low-income students enrolled. The institutions which have been in AIDP for four years have witnessed a significant increase in the total number of low-income students enrolled, but have demonstrated a decrease in the total number of students enrolled. It appears that the more recently funded schools are placing more emphasis on occupational/professional/career credit programs, perhaps due to the increased interest in the last few years on career education and development in the two-year schools.

ACADEMIC AREAS

The academic programs represent the more traditional liberal arts courses, as differentiated from programs focusing on career preparation. To increase the number of low-income students entering professional careers, the institutions under AIDP have attempted to develop and improve academic programs that will transfer to four-year institutions with degree credit.

Twenty-seven programs have been developed in academic areas, representing a 17 percent increase since the AIDP award. The proportion of low-income students who have enrolled in these academic areas has increased more than 150 percent since the beginning of the AIDP award; the percentage of this group who have successfully met the requirements has also risen significantly to over 200 percent.

The larger institutions reported increases in almost all of the academic programs, especially in the number of low-income students completing the academic requirements. While the smaller two-year colleges reported a decrease in total student enrollment in academic programs, they observed an extremely high increase in the number of low-income students enrolled and in the total number of students fulfilling the requirements of the program.

The schools in AIDP for two years witnessed a growth in terms of lower-income student enrollment, while the four-year participants observed a noticeable increase in the total number of students who met the requirements for completion of the programs. These figures suggest that the schools with a longer history in AIDP have had time and the expertise to improve student retention.

Since these are two-year schools, the responses regarding graduate/professional schools were minimal.

BASIC SKILLS/REMEDIAL/ DEVELOPMENTAL PROGRAMS

Inadequate academic skills are major obstacles to the success of low-income students in postsecondary education. The basic skills and developmental programs were designed to provide all students, and especially the low-income student, with a support system to improve his basic skills and to enhance his potential for success in college and in professional life.

The 24 colleges that supplied information in this area reported a substantial increase of over 100 percent in the proportion of low-income students enrolled in basic skills-remedial programs, but a decrease in the number of students in this group meeting the requirements for successful completion.

The average number of programs in basic skills areas is four, an increase of 33 percent since the AIDP award, with an average of two being AIDP-funded and fully operational by the end of the 1977-78 term.

Both large and small institutions report increases in enrollment of low-income students in these courses, but only the small institutions noted increases in students meeting the academic requirements for the program.

Institutions in AIDP for two years notice significant increases in student enrollment and in completion of programs, while the four-year participants observed increases only in the total number of low-income students enrolled. Perhaps the more recent programs are designed and implemented using the latest methods and materials in remedial instruction, thus enhancing student retention and program success in this area.

SPECIAL GROUP PROGRAMS

The special group programs offer specific services to women, minorities, senior citizens, the handicapped, and other groups to meet their particular needs within the institution and the community. More individual groups will be formed as community awareness grows and as unique groups within the colleges begin to articulate their specific needs.

Twenty-seven institutions reported having some type of special group program. An average of four special groups programs are in operation on campuses, representing a 100 percent increase during the AIDP grant period. An average of one program of these four was AIDP funded, and was reported as fully operational.

The increase in percentage of low-income students enrolled in these programs was 82 percent and the proportion of students meeting the requirements was almost a 500 percent increase.

The large institutions reported larger increases in total and low-income student enrollment than the small schools, but the smaller institutions noted a higher percentage of increase in students successfully completing these programs, especially in the low-income groups.

Both two- and four-year participants observed significant increases in special program enrollments, with the schools funded for two years noting increases in the enrollment and the four-year participants experiencing a high degree of success in the number of students completing the requirements for the program. This observation may reflect the four-year participants' ability to improve their program and prepare the students for successful completion throughout the course of the AIDP grant. While the four-year schools did experience an increase in enrollment, the two-year participants' increase was greater, suggesting a more recent trend in special group programs.

CURRICULUM IMPROVEMENT
(Four-Year Institutions)

CAREER CREDIT PROGRAMS

A national AIDP priority is to prepare low-income students for careers in professional areas in which they have been under-represented. Career-oriented programs have been designed to provide students with academic preparation in such professional areas as education, engineering, business, and other areas linked directly to careers upon graduation. These career credit programs generally offer opportunities for direct learning experiences through internships and other hands-on activities.

Institutions offered an average of 33 career credit programs during the last academic year, representing an increase of 83 percent since the AIDP grant award. AIDP-funded career credit programs are 18 percent of all career credit programs. Ninety-five percent of these programs were reported as fully operational. Student enrollment in career programs has increased over the grant period as have numbers of low-income students. The proportion of students finding employment in similar occupations dropped 47 percent, which may be related to overall economic conditions and perhaps to an emphasis on career areas in legislation in which minority students have been traditionally under-represented.

Large institutions accounted for the largest numbers of all students and low-income students enrolled in career credit programs, as may be expected. Large institutions reported more success in students meeting academic requirements for completing the programs and finding employment in similar areas. Small institutions reported decreases in jobs secured in careers for which students prepared. Since small institutions also reported decreases in numbers of students completing the programs, this may actually be an explanation for decreasing placements. It may be that smaller institutions have added larger numbers of career credit programs which have not had sufficient time to graduate large numbers of students. Large institutions have traditionally offered a broader range of programs on campuses.

Institutions participating in AIDP for four years evidenced increases in all areas of career credit programs, including larger numbers of students and larger increases in percent changes. The principal increase is in the area of students securing jobs in areas of preparation. Institutions in AIDP for two years reported decreases in student enrollment in career areas and jobs secured after program completion. It may actually require a number of years of successful program operation to gain student confidence and enthusiasm in career credit programs.

ACADEMIC AREAS

Institutions have developed an average of 31 programs in academic areas, representing an increase of 15 percent over the AIDP grant period. AIDP-funded activities represent 18 percent of these academic programs, 95 percent of which are reported as fully operational. These programs represent the more traditional liberal arts offerings in areas such as the humanities, social sciences, arts, and sciences, which are distinct from programs and courses offered as career/professional programs considered in the previous section. A number of AIDP-sponsored activities have developed interdisciplinary majors that combine emphases in a number of distinct academic and/or career areas.

Slight decreases are reported in enrollments in academic areas. This probably is linked to professional/career areas which are attracting larger numbers of students. Increases were reported in proportions of low-income students completing programs in academic areas and in numbers of low-income students entering graduate school. Low-income students represented an average of 52 percent of students completing programs and 52 percent of students entering graduate school.

Large institutions reported increases in numbers of students enrolled in academic areas, completing the programs, and entering graduate school. As may be expected, large institutions reported larger numbers of students as well. Small institutions reported decreases in numbers of students enrolled, completing programs, and entering graduate/professional schools. The only increase noted was in the number of low-income students enrolled. The decreases are difficult to interpret since decreases also were noted in career programs for small institutions. It may be a result of a greater number of smaller institutions having initiated a new special freshman year or freshman and sophomore years program where no major is declared. With additional incoming freshmen, decreases in numbers of students in academic major areas could result.

Institutions in AIDP for two years reported small decreases in numbers of students enrolled, completing programs, and entering graduate schools. Institutions in AIDP for four years reported similar decreases but with increases in numbers of low-income students enrolling in academic areas and entering graduate or professional schools. This suggests that a large percentage of students enrolled in academic areas are low-income students. Decreases may be related to students declaring majors late in the academic year or to the reported increases in the areas of career/professional programs.

BASIC SKILLS/REMEDIAL/ DEVELOPMENTAL PROGRAMS

An average of 3.4 basic skills/remedial/developmental programs are in operation on campuses, representing an 83 percent increase during the AIDP grant period. AIDP activities represent 18 percent of these programs. AIDP-installed programs are fully operational for 95 percent of the programs. The proportion of students enrolled in basic skills/developmental programs has increased over the grant period. Low-income students represent 96 percent of students enrolled in the programs and have increased by 12 percent during the AIDP grant period. The proportion of low-income students increased one percent, which is probably related to a "ceiling effect," i.e., the proportion is at the 85 percent level and 100 percent would represent all students enrolled in similar programs.

Large institutions reported increases in numbers of students enrolled and completing the programs. The number of low-income students completing the academic requirements for programs increased 163 percent during the AIDP grant period. Small institutions, on the other hand, evidenced increases in numbers of students and low-income students completing programs, but decreases in numbers of low-income students participating in the programs, with no change in total number of students enrolled. The increases in small institutions are considerably smaller than those in large. It may be that smaller institutions offered more basic skills activities before AIDP participation, as evidenced by smaller increases in enrollments but larger increases in students completing the programs.

Institutions in AIDP for two years reported increases in all characteristics of basic skills programs. Those in AIDP for four years reported decreases in enrollments but large increases in numbers of students completing the programs. This may be evidence of a tapering off of basic skills programs or perhaps the integration of basic skills/developmental functions into already existing academic programs with longer participation in AIDP.

SPECIAL GROUP PROGRAMS

Special group programs offer specific services to a variety of groups (women, minorities, senior citizens, and handicapped) to meet their particular needs in both the institution and the community. As awareness of activities in this area has grown, the potential for impact on both specific groups and the groups' impact on the institution has increased.

An average of 2.5 special group programs are in operation on campuses, representing a 46 percent increase over the AIDP grant period. AIDP-sponsored activities represent 44 percent of the special group programs, 46 percent of which were reported as fully operational. Of the students enrolled in special groups programs, an average of 53 percent were listed as low-income students.

Smaller institutions reported very large increases in special group programs, enrollments, and numbers of students completing the programs (320 to 420 percent). Similarly, large institutions reported large increases (76 to 265 percent). This would appear to indicate an expansion of curricular offerings in this area.

STUDENT PERSONNEL SERVICES
(Two-Year Institutions)

CONCLUSIONS

More student services programs have been initiated in AIDP institutions and a high proportion of new programs are being funded with AIDP monies. The number of professionals employed in this field has also increased, especially in the smaller institutions. The daytime counselor/student ratio has decreased in both large and small institutions while the nighttime ratio has remained higher in the smaller schools.

Those schools in AIDP for four years observed a lower counselor/student ratio for both day and nighttime classes, suggesting the benefits of AIDP participation in recognizing the role of counselors in achieving academic success for students.

There will be an increased need for a more favorable night program counselor/student ratio with areas of expertise in financial assistance counseling, social service referral, adult counseling, and all the traditional academic and personal counseling areas. Some of the factors contributing to the need for more favorable counselor/student ratios are:

- *Increased interest of low-income students in education;*
- *The greater need of low-income students for comprehensive counseling services;*
- *Increased interest of special groups with unique counseling needs (e.g., mid-career changes, senior citizens, women, handicapped, special occupational area);*
- *Economic conditions, including tuition increases necessitating increased night program attendance of students who would otherwise be regular day students; and*
- *The larger number of students per FTE for the night program.*

Job placement has been particularly effective with the low-income student groups, both while enrolled and after graduation in small and large institutions alike.

The area that received low percentages of change or witnessed decreased success was the number of graduates placed. This low number either reflects a low number of students applying for jobs immediately after graduation because of transferring to four-year schools, or demonstrates the difficulty of placing students in full-time, as opposed to part-time, jobs while they are enrolled.

FINDINGS

Effective student personnel services is an indispensable criteria in developing the low-income student for future academic and professional success. AIDP-funding has made possible improvements in these services for this type of student and simultaneously for all students within the grant institution.

Student enrollment in two-year AIDP institutions has increased in 1977-78 to a 5,748 head count, or a 17 percent increase since the AIDP award period. The student services programs have also increased by 57 percent, with an average of 11 programs at each institution. AIDP grant money has been responsible for developing over one-third of these programs. Institutions report all are fully operational at the end of 1977-78.

While the number of students in both the small and large schools increased by approximately the same percentage (18 percent and 15 percent, respectively), the smaller schools witnessed a 44 percent increase in number of student service professionals hired, but the large schools did not observe an increase in total professional persons or staff. These large schools, however, improved the ratio of professional counselors to both daytime and nighttime students. The smaller schools did have a 21 percent decrease in the nighttime professional staff (or 1:280 ratio), but an increase of 19 percent for daytime students.

The schools in the AIDP program for two years have shown an enrollment increase of 92 percent, with a 63 percent increase in the number of professional persons assigned to student personnel services. Those in AIDP for four years have seen a slight enrollment increase of .9 percent, but have also reported a 27 percent increase or an average of 19 professionals assigned to this area.

Effective student placement services are essential in improving job opportunities for students. The AIDP institutions report a significant 46 percent increase in the total number of students served by the college's placement services, and an extremely high proportion of low-income students placed in jobs – an 87 percent increase since the beginning of their AIDP grant.

The number of low-income graduates placed in jobs is also high, with an 88 percent increase during the AIDP period, while the total number of graduates placed is 46 percent. This low percentage may be due to the larger number of students not of the low-income group who may be transferring to a four-year institution instead of seeking employment after graduation. The low number of graduates placed in jobs by departments outside the placement service indicates the centralization of these services at the college. Future success of placement offices may depend on the contribution of faculty and other student service offices to their programs, but the placement offices at present appear to be quite successful in their attempts.

The large institutions report greater success in placement of students, for both those enrolled and graduates. The smaller schools improved in all areas of placement except in placement of graduates, which may either indicate the need for improved services or the trend of students to go on to a four-year school and not seek jobs. Both large and small schools experienced success in placement of low-income students while enrolled. In offering upward career mobility to this group through job placement, this high percentage reflects one of the major goals of the AIDP legislation.

The more recently funded schools have had phenomenal success in placing students in jobs while enrolled and also increased success in the placement of graduates.

STUDENT PERSONNEL SERVICES
(Four-Year Institutions)

CONCLUSIONS

Student personnel services have increased through AIDP participation along with the number of professionals in the field employed. Two results have occurred including drops in the counselor-student ratios and increases in the numbers of students and graduates securing employment through institutional efforts. Low-income students represent significant numbers and proportions of students and graduates securing jobs. There is also evidence that other areas of the institution are actively securing jobs for graduates, a practice which has become more common during the years of AIDP participation.

It appears that length of AIDP participation is a positive influence on institutional efforts to secure jobs for students and graduates. It also appears that AIDP participation is related to increases in persons involved in student personnel services and in turn to effects this may have on student support services. Evidence in other areas of student support that may be related to both placement and counseling functions was not collected.

Both large and small institutions were increasingly successful in securing jobs for students. Evidence suggests that large institutions have been more successful in lowering counselor-student ratios.

FINDINGS

Student enrollment in institutions participating in AIDP has increased in 1977-78 to a 3,305 head count enrollment, an average increase of 40 percent. Student Services programs at the same time have increased 22 percent, with an average of 11 programs per institution in 1977-78. Forty-seven percent of these programs are funded by AIDP, of which 56 percent are fully operational. Both large and small institutions report similar percentages of fully operational programs. Institutions in AIDP for four years reported higher proportions of fully operational student services programs.

The number of professional persons assigned to student personnel services has increased 17 percent over the period of AIDP participation. The ratio of professional counselors to daytime students has dropped 17 percent to an average of 1:590. The ratio of professional counselors to nighttime students has significantly increased 74 percent to 1:518, which could reflect largely increasing nighttime student enrollments. The nighttime ratio remained lower, however, than the daytime ratio. This may be related to the fact that a number of institutions employ one nighttime counselor for whatever students are enrolled, thus bringing down the average, including the institutions with small enrollments with one counselor.

Large institutions reported higher numbers of professionals as well as higher counselor-student ratios. Large institutions reflect decreases in numbers of professionals assigned to student services, decreases in the daytime counselor-student ratios, and increases in nighttime ratios. While the daytime ratio has improved, it is not as low as that reported by small institutions. This may reflect attempts of large institutions to offer more personalized counseling services to students. Small institutions have increased the number of professionals in student personnel services by 30 percent over the grant period of AIDP. This has resulted in a two percent drop in counselor-student ratios, suggesting that these professionals are working in areas other than counseling.

Institutions participating in AIDP for two years and four years both reported increases in the number of student services professionals. Institutions in AIDP for two years report a larger drop in the daytime counselor-student ratio (38 percent) than those in AIDP four years (42 percent). This may point to a concern for counseling efforts which are a part of a large number of AIDP plans. This counseling thrust may result in the employment of a larger number of counselors initially in the grant period who are shifted to other duties with experience in AIDP.

Student placement services are important in the realization of upward career mobility for students. Student placement increased by 15 percent. The proportion of low-income students placed was 17 percent. Student employment can often lead to future employment and can help meet the financial needs of enrolled students. The number of graduates placed increased even more (27 percent); four percent of these were low-income students. In addition to the placement office, other divisions are more actively placing students in jobs, thus increasing placements 12 percent over the period of AIDP participation. Low-income students and graduates have been served by placement efforts; 73 percent of students placed and 71 percent of graduates placed were low-income. This attention to low-income student graduate opportunities and upward career mobility represent major thrusts of the AIDP legislation.

Small and large institutions reflected similar patterns for placement services — with increases in all areas. Placements of students in jobs represented a larger increase for small institutions, and percentages of low-income student placements in jobs while enrolled were similar for large and small. Large institutions reported higher increases in numbers of students placed, and small schools evidenced more low-income graduates placed in jobs. Percentage differentials in graduate placement are not large enough to represent significant differences. It does appear, however, that in small institutions larger increases in numbers of students placed in jobs have occurred, though large institutions place larger numbers of students.

Institutions in AIDP four years reported increases in all areas of student-graduate placements in jobs. Institutions in AIDP two years reported decreases in the number of graduates placed in jobs. This may be an indirect effect of adding new career programs in small institutions, thus assisting in student placements in jobs, but requiring several years for graduate placements. Since last year's study reported more decreases in placements, the effect of the overall economy may be an important influence over and above participation in AIDP.

CONTINUING EDUCATION
(Two-Year Institutions)

CONCLUSIONS

Two-year institutions are experiencing a decrease in the number of degree credit courses offered on campus. At the same time, the number of degree credit courses offered off campus continued to increase significantly. This is an indication of the commitment of institutions to meet the demonstrated needs of students and to develop an educational services delivery system more responsive to constituents. Off-campus instructional sites and courses have increased significantly. This clearly demonstrates the positive effects of the AIDP grant in meeting identified institutional needs.

There was an increase in the total number of students served in continuing educational activities. This illustrates an area of continued and increasing institutional need to respond to community needs. With the help of the AIDP grant and similar activities, institutions can continue to meet this and other identified community needs. Because of a need for continuing educational opportunities, institutions must recognize their mandate to meet this need.

The decrease in low-income students also points out an area of concern for institutions. The soaring cost of postsecondary education is perhaps a contributing factor. Still, institutions must develop strategies designed to make postsecondary available to every segment of the existing community.

FINDINGS

Continuing education programs have been specifically planned to aid institutional efforts in supplying adults with educational choices to improve their skills while earning college credit. Continuing education courses served to increase institutional enrollments and to meet the demonstrated needs of the community in which continuing educational facilities are located.

An average of three needs assessment studies were initially undertaken by each institution in particular communities to identify special interests among segments of the population. The results indicated a 200 percent increase in needs assessment studies during the AIDP grant period. The number of degree credit courses offered in continuing education programs on campus decreased by nine percent during the grant period, while the number of degree credit courses off campus increased by 85 percent. The number of students enrolled in degree credit courses both on and off campus increased significantly both on campus (87 percent) and off campus (114 percent). There was a marked decrease in the number of low-income students served in both on- and off-campus facilities. This may be a result of a large number of these students electing to attend four-year institutions rather than two-year colleges or universities.

The number of off-campus instructional sites increased by 150 percent. This is perhaps a direct result of the large number of students deciding to attend classes at sites off campus rather than on. Off-campus sites are perhaps closer to home. The number of students enrolled in non-degree activities decreased by 17 percent, while the number of low-income students continued to decrease in the same manner as those low-income students enrolled in credit granting courses. The increase in courses not leading to degrees may be a direct result of increased institutional interest in career opportunities and activities aimed at improving academic skills and lifelong learning. Institutions are finding that they must speak to the needs of a population that is becoming more and more aware of the need for continuing education not only for degrees but for technical skills, personal growth, and development.

Smaller institutions appear to be more concerned with expanding and increasing the number of continuing education activities and programs than larger institutions. This may be because smaller institutions seek to increase their enrollments by designing institutional activities which appeal to a larger segment of the population; larger institutions appear to emphasize the maintenance and improvement of existing programs.

Larger institutions have shown a larger percentage change in the number of off-campus courses. This is perhaps a result of larger institutions having the available funds and resources to expand these activities. Larger schools evidenced a substantial decrease in continuing education courses on campus as a direct result of the movement toward more off-campus activities.

Smaller institutions show a significant gain in activities aimed at low-income students. The number of low-income students involved in both on- and off-campus activities increased significantly since the beginning of the AIDP grant. This is probably a result of smaller institutions providing more intensive personalized instructional programs resulting in a higher retention rate for low-income students and the availability of financial aid. Smaller institutions had a higher retention rate than larger institutions. Smaller institutions also evidenced a higher percentage of persons served in non-degree credit activities.

There was no significant difference in increase in the number of continuing educational programs between institutions which had been in the AIDP grant program four years or more and colleges in the program two years or less. This data does suggest, however, that younger institutions are actively developing programs that will meet the needs of the institutional community. Older institutions are experiencing a leveling off of continuing education programs. This is perhaps a direct result of older institutions choosing to refine and maintain existing programs.

CONTINUING EDUCATION
(Four-Year Institutions)

CONCLUSIONS

Large increases were reported in the number of continuing education courses and in student enrollments in these courses throughout AIDP participation. Institutions participating in AIDP for four years evidenced generally larger increases in the continuing education area. Increases in off-campus sites and off-campus courses may indicate a tendency of four-year institutions to include less previously involved publics. Smaller institutions showed more growth of continuing education activities, both in increased course offerings and student enrollments.

Since a number of AIDP-funded programs do not include activities specifically involving continuing education areas, a portion of the increases may not be considered as direct effects of AIDP participation, but indirect effects. AIDP can result in indirect effects in at least two ways: (1) freeing institutional personnel with time to direct their attention and energies in new areas; and (2) initiating a creative thrust on campus which affects not only AIDP but all institutional programs.

FINDINGS

Continuing education programs enable institutions to provide adults with the opportunity to enhance their education while receiving college credit. They serve career enhancement, remedial, and enrichment needs. At the same time, continuing education programs attract new students and increase institutional enrollments and revenues.

An average of three needs assessment studies have been conducted in communities, representing a 113 percent increase during AIDP grant periods. The number of degree credit courses in continuing education increased 127 percent to an average of 75. Off-campus courses remained the same (an average of 27). Student enrollment increased significantly both on and off campus (196 percent and 222 percent, respectively). Low-income students increased largely at off-campus sites, actually reducing the number of low-income students reported enrolled in continuing education courses on campus. It may be expected that low-income persons would be more attracted to off-campus sites located closer to their homes.

The number of off-campus instructional sites increased by 19 percent during the period of AIDP participation, matching the large increases in off-campus enrollments. This may be a result of the needs assessments conducted during AIDP participation.

Non-degree credit activities increased 60 percent as well, with 80 percent of the enrollments listed as low-income persons. Increases in non-degree credit activities may be an indirect result of AIDP career credit programs and resultant expertise in non-academic areas. It may also be the result of a larger concern and involvement in community affairs and a recognition of potential students desiring to further their experience and education.

Increases in continuing education programs are more evident among small institutions than large. This may be related to the fact that greater numbers of large institutions appear to be located in more urban areas in close proximity to two-year institutions which offer continuing education services and fulfill some community needs; the more isolated smaller institutions may fill these needs themselves.

Longer years of AIDP participation appear to be reflected in increases of continuing education courses and student enrollments, and off-campus instructional sites. There is some evidence that institutions may begin developing continuing education programs with non-degree credit activities and later replacing or supplementing them with AIDP-related degree credit activities.

PLANNING, MANAGEMENT, AND EVALUATION
SECTION I
(Two-Year Institutions)

CONCLUSIONS

GENERAL

- The assessment document stimulated institutional efforts to ascertain the level of the PME systems before and during the existence of the AIDP grant and the expected level of the PME system after the expiration of the AIDP grant.

- There was a noticeable lack of significant progress in management improvement, as compared with the areas of planning and evaluation.

- The irregular accomplishments of institutional PME goals and objectives indicated that existing PME systems were not developed enough to provide positive results. However, the data does indicate that an institutional movement from the lowest level (1) to partially completed (3) was a result of intensive efforts to improve their PME system.

- AIDP expected institutions to improve administrative performance. Institutions worked toward improvement because they discerned the salient need for this improvement.

- The AIDP grant carried with it definite expectations for institutional improvement in administrative performance.

- There appeared to be little significant data illustrating differences in expectations based on the number of years an institution had participated in the program.

FINDINGS

PLANNING

- Before the AIDP grant, PME progress had been evident chiefly in the identification of missions procedures for adding and dropping courses and in determining the role of the institutional board of trustees in the planning process.

- Institutions had made noticeable improvement in implementing and maintaining a process for updating mission and goal statements, instituting assessment methods for the PME system, implementing a flow of evaluation data to concerned parties, and completing training in planning skills and PME techniques.

- The institutions were successful in developing clear objective statements and are using evaluation in the planning system.

- The most difficult of the objectives to accomplish were acquiring information on objectives; gaining alumni support for institutional planning; incorporating community needs in institutional planning; and achieving an active role for the trustees in the process of systematic planning.

MANAGEMENT

- Uneven progress was noted in establishing a system for maintaining a pre-established pace of controllable expenditures and establishing a desired level of information retrieval from alumni. In most other management areas progress was ongoing.

- The most noticeable gains were made in establishing clearly stated job descriptions; retrieving fiscal information in a timely manner; using institutional-wide program or activity goals and objectives; and developing objectives for individual administrators.

- Those areas illustrating a large degree of difficulty included achieving a desired level of data base to retrieve data on alumni.

- Areas indicating significant progress were establishing job descriptions and system charts reflecting how the institution actually functions.

EVALUATION

- Evaluation is an area that appears to need a great deal of work in order to accomplish significant positive movement. Efforts have not produced adequate outcomes thus far, but it is expected that by the end of the 1981 fiscal year the outcome areas will have evidenced significant progress.

- A majority of areas showed advances from an initial effort to partial completion. The largest advances were made in level of quality of performance measures; quality of achievement measures; institutional monitoring procedures; supportive studies; and the establishment of criteria and procedures for formal evaluation of personnel.

- Areas of difficulty included attaining the desired level of institutional impact from the PME system.

- The amount of progress under the AIDP program has been slow but progressive.

- Efforts planned for the future indicate that institutions expect to make significant progress in the achievement of evaluation outcome areas.

PLANNING, MANAGEMENT, AND EVALUATION
SECTION II
(Two-Year Institutions)

1. Institutions have opened or expanded an office of institutional research since the implementation of the AIDP activities.

2. New areas of activity listed by responding institutions indicated a definite tendency toward systematic analysis of institutional data rather than additional discrete studies.

   Data abstracted from institutional responses did not permit an accurate identification of those strategies that were carefully planned and thorough enough in characteristics to be indicative of having achieved the status of a true systems approach. Two-year colleges are known to be working diligently toward this level of institutional analysis and research. The findings provide evidence and uniformity with this movement on the part of most two-year institutions. Analysis on an ongoing basis is an important step in moving from discrete studies toward systematic analysis.

TRANSACTIONAL INFORMATION SYSTEMS

FINDINGS

1. The AIDP-funded activities enabled those institutions that had no subsystems developed prior to the grant to initiate such development.

   Of 34 institutions responding to this section, six reported no subsystems prior to AIDP. Of these, all expect to install subsystems. Currently, work is either completed or under way in every case. Three have subsystems completed. In no case do these institutions expect to develop subsystems through 1978, without at least some AIDP assistance. There was no significant pattern among the six institutions regarding size or length of time in the program.

2. The AIDP grant enabled funded institutions to upgrade their pre-AIDP subsystems.

   The impact of AIDP-supported activities on pre-AIDP subsystems has been substantial. Reorganizing or otherwise upgrading these earlier subsystems has been an important part of AIDP activities outcomes. Of the 28 institutions with pre-AIDP subsystems, 15 (54 percent) have reported that upgrading one or more such subsystems has now been accomplished. Of those 15, over 73 percent used

AIDP funds for the purpose. The institutions report that by 1981, 23 (82 percent) of the original 28 will have effected such improvement, and 78 percent expect to depend on AIDP support to accomplish the work.

The completeness of upgrading is also worth noting. Six (21 percent) now have no pre-AIDP subsystems remaining as originally installed. By 1981, a total of 14 (50 percent) of such institutions expect to have no pre-AIDP subsystems without major modification. Of the 170 pre-AIDP subsystems, only 75 (44 percent) are expected to remain after 1981.

For the period from receipt of the grant to 1978, 45 subsystems were upgraded with 71 percent of the work receiving AIDP support. By 1981, 95 subsystems will have been upgraded with 74 percent of the work receiving AIDP support. AIDP funded activities have thus had the dominating role in modifying or otherwise upgrading subsystems since the grant was received.

It should also be recognized that the PME implementation taking place at each AIDP institution is, in itself, a stimulus for improved TIS; it encourages more accurate and timely data which will be available to inform decision making. Thus AIDP serves indirectly to encourage all subsystems upgrading.

3. AIDP-funded activities have had a dominant role in TIS subsystem development.

Since acquiring an AIDP grant, the institutions concerned have made important progress in strengthening their subsystem support for an improved TIS. The impact of AIDP has been found in two areas.

Impact upon pre-AIDP subsystems has been noted above. The share of AIDP in all work done on subsystems since the date of the AIDP grant and projected for the next three years has been extensive. Evidence shows that 91 percent of the institutions working on their subsystems during the grant period used AIDP funds and 75 percent of all subsystems worked on during the period received AIDP support.

The impact or outcome of AIDP support on subsystem holdings existing or under development at institutions by 1978 is equally impressive. At one-third of the institutions, subsystem holdings had come entirely of AIDP origin. By 1981 it was reported that 38 percent of the institutions would have exclusively AIDP supported subsystems. By comparison, only 15 percent of the institutions expected to have subsystems untouched by AIDP.

4. AIDP funds permitted institutions to provide TIS subsystems for additional areas of institutional operations.

While pre-AIDP subsystems were being upgraded, institutions were also acquiring new subsystems by 1978. Thus, in addition to new subsystems under old titles, a net increase in titles was noted in 1978 and 1981 over the pre-AIDP holdings. This would mean, in almost all cases, additional TIS support to institutional operations. It might even understate such additional support since some titles such as financial records and student records often represent a consolidation of several smaller subsystems.

In 1978 almost half of the additional titles (48 percent) were related to business office affairs and about one-fourth (27 percent) were for student records. Facilities (14 percent), institutional development (7 percent), and academic programs (4 percent), also gained additional support. Titles showing a sustained and significant increase for the period under study include personnel, financial aid, student records, budget, alumni, student grades, and facilities.

The important stage of subsystem development that institutions had reached in 1978 was revealed in their individual reports. Many old subsystems are still being used while their replacements or consolidations were being designed and tested. The survey responses, unless merging subsystems were sorted out, provided only a snapshot of a TIS in transition.

Broader TIS support is being provided to the institution through an increase in the scope of each subsystem perhaps as much as through an increase in the frequency of titles. Unfortunately, the measurement of subsystem's scope requires more intricate measuring procedures than were available for this study. The growth of scope and sophistication of TIS subsystems, only a hint of which surfaced in this study, remains an important area for future study.

5. Completed AIDP-funded subsystems are now in the majority of an average institution's holdings.

Institutions report that 57 percent (105) of all (185) AIDP-supported subsystems contemplated have now been completed and another 30 percent are already being developed. By 1981 all but two of the AIDP subsystems now under development will have been completed and the final six percent (12) will be under development.

The typical institution is now, in its current operation, relying more (41 percent) on AIDP-funded subsystems than non-AIDP subsystems, and almost as much as on its pre-AIDP subsystems (46 percent). By 1981 dependency on AIDP subsystems is expected to be 56 percent. At present 41 percent of the institutions have completed all of their AIDP subsystems and by 1981, 83 percent will have done so.

The typical institution's subsystem holdings show an increase from approximately four and one-half subsystems to almost six with an expectation that by 1981 it will have seven and one-half, over four of which will have been achieved with AIDP funds.

ADMINISTRATIVE UNITS THAT SET OBJECTIVES

In Section I of the PME component institutions have reported the extent to which they have made progress toward stated goals in acquiring clearly stated objectives. In this section a growth in the actual number of administrative units setting objectives and evaluating their efforts is being measured.

There is a significant increase in units setting objectives and evaluating their efforts. That there was no change in AIDP units in 1980-81 for all institutions reflects the completion and eventual phasing out of AIDP activities.

INSTITUTIONAL RESEARCH CAPABILITIES

A result of the AIDP grant in the area of research was the expansion and increased utilization of institutional research services. In other sections of the Impact Study, progress toward institutional goals has been quantified, especially in the use of data noted in Section I of PME. This study attempts to identify impact where institutions have established an office of institutional research. The impact measured may be either direct outcomes of AIDP objectives or indirect outcomes, since all post-AIDP grant outcomes are concerned.

PLANNING, MANAGEMENT, AND EVALUATION
SECTION I
(Four-Year Institutions)

CONCLUSIONS

GENERAL

- The instrument used to seek indications of impact attempted to be inclusive of the major aspects of the college and university management process. Responses suggested that all entries were considered to be desired outcomes of each institution's PME implementation.

- Institutional assessments stimulated by this instrument encouraged planning teams to review the status of their PME systems prior to the AIDP grant, its status during the late spring of 1978, and expectations of further accomplishment during the next three years (which in a number of cases would extend beyond the immediate grant period). Within the broad categories of levels of completion indicated, site visits confirmed the accuracy of these general assessments.

- Proportionately less progress was reported for improvements in management over the grant period than for planning or evaluation.

- Uneven levels of accomplishment among the major aspects of PME at the beginning of the grant period suggest that most, if not all, institutions involved in the impact study were without a PME system that was functioning at a level sufficient to provide significant satisfaction and benefits. A review of progress made, particularly in the case of lowest levels of accomplishment, indicates each institution's desire to make prompt improvement. There is evidence that new or improved administrative styles are sought, not merely because this is expected of applicants, but because institutions see specific improvements that were needed.

PLANNING

- Institutions indicated that prior to the grant period, progress had been made primarily in identification of mission, procedures for adding and deleting courses, and recognizing the Board's role in planning.

- The grant period ushered in marked improvement in establishing a continuing process for updating mission and goals statements, establishing procedures for using evaluation in the planning process, achieving a flow of evaluation results to primary users, and the completion of training in planning skills and techniques.

- There is much evidence, found mainly during the site visits, that planning required for AIDP activities has provided a model for the improvement of planning on the participating campuses. Two focal points in this respect appear to be the clear articulation of objectives statements and the use of evaluation in the planning process.

- The most difficult objectives to accomplish in the grant period were: acquiring information on graduates for planning purposes; gaining alumni support for institutional planning; incorporating community needs in institutional planning; and achieving an active role for the board in planning based upon sufficient training.

MANAGEMENT

- Management improvement efforts were also uneven in accomplishment prior to the grant period. Pre-AIDP progress had been made primarily in tables and charts of organization, cash flow reporting procedures, procedures for recycling funds, and maintaining a pre-established pace of controllable expenditures.

- The most significant advances during the grant period were experienced in administrators' use of criteria and objectives to guide day-to-day operations, the use of outcome measures to guide operations, establishing clearly stated job descriptions, and the institution-wide use of objectives.

- Those areas in which significant improvement was difficult to achieve included written procedures for determining resource allocation, the desired level of information retrieval regarding students, instruction and facilities, and the completion of a policies and procedures manual where one has not already been prepared. Nevertheless, substantial improvement was expected in these matters during the next three years.

- Fiscal monitoring and the definition of roles and function of institutional personnel were indicated as areas in which the institutions felt they were now approaching significant progress in meeting their objectives.

EVALUATION

- Prior to the grant, the evaluation process was, by far, the least adequately developed of the PME system, according to each grant recipient. Pre-AIDP progress had been made primarily in supportive studies and in the evaluation of faculty and administrators.

- The most significant advances were made in faculty and staff awareness of how their institution's PME works, and in each individual member understanding PME responsibilities. Progress was also noted in the quality of monitoring procedures.

- Assessing student performance and evaluating personnel were difficult areas in which to achieve progress.

- Modest progress has been made under AIDP in all aspects of evaluation. In general, institutions indicated that they had reached the midway point in what they hoped to achieve.

- The most encouraging note in the findings is that, despite a most rudimentary start on evaluation at the beginning of the grant period, institutions now expect that within the next three years they will, on the whole, have achieved a level of ongoing evaluation approaching completion of a fully functioning PME system. Whether or not this can be realized is unknown, but progress to date shows a favorable trend.

PLANNING, MANAGEMENT, AND EVALUATION
SECTION II
(Four-Year Institutions)

TRANSACTIONAL INFORMATION SYSTEMS

1. AIDP-funded activities enabled those institutions that had no subsystems developed prior to the grant to initiate such development.

   Of 85 institutions responding to this section, seven reported no subsystem development prior to AIDP. Of these, two have not installed any subsystems to date, although one expected a future installation with non-AIDP funds.

   Four of the five subsystems developed under AIDP were among the smallest institutions; none were among the largest. All five institutions presently using AIDP funds expected to complete the desired subsystems by 1981.

2. The AIDP grant enabled funded institutions to upgrade their pre-AIDP subsystems.

   The impact of AIDP supported activities on pre-AIDP subsystems has been significant. Redesigning, merging, or otherwise upgrading these earlier subsystems has become a major undertaking for which the AID Program gets most of the credit. Of the 78 institutions with pre-AIDP subsystems, 51 (65 percent) of the institutions with pre-AIDP subsystems have reported the upgrading of one or more such subsystems accomplished. Over 92 percent of that group used AIDP funds for that purpose. The institutions reported that by 1981, 69 (88 percent) of the original 78 will have effected such improvement and an overwhelming 93 percent expected to depend on AIDP support to accomplish the work.

   The completeness of upgrading has also been substantial. Of the 78 institutions having subsystems prior to their AIDP grant, 26 (33 percent) now have no subsystem remaining as originally installed. By 1981, a total of 46 (60 percent) of such institutions expect to have no pre-AIDP subsystems without major modification. Of the 348 pre-AIDP subsystems reported, 166 (48 percent) have now been upgraded and by 1981, 255 (74 percent) will have been upgraded, leaving only 93 pre-AIDP subsystems intact.

   There was no significant variation in upgrading experience and future plans between larger and smaller institutions or between earlier grantees and more recent grantees. However, approximately one-half of the institutions modifying subsystems with non-AIDP funds were larger institutions and none were among the smaller institutions.

While it is not unexpected that institutions will "outgrow" or require an upgrading of earlier subsystems, they are not always able to make the desired improvements. Evidence suggests that updating is now well underway among AIDP institutions and that by 1981 it will be nearly complete. Clearly, AIDP funds will have had a dominant role in making these developments possible.

While the primary AIDP impact measured in this portion of the study was that of the MIS/TIS activities themselves, it should be recognized that the needs of an emerging PME system for accurate and timely data might well have had an indirect role in setting the pace for the upgrading of pre-AIDP subsystems.

3. AIDP-funded activities have had a dominant role in TIS subsystem development.

   Since acquisition of the AIDP grant, grantee institutions have made important progress in strengthening their subsystem support for an improved TIS. The impact of AIDP has been found in two areas.

   Impact upon pre-AIDP subsystems has been noted above. AIDP's impact in all work done on subsystems since the date of the AIDP grant and projected for the next three years has been extensive. Evidence is that 95 percent of the institutions working on their subsystems during the grant period used AIDP funds and 95 percent of all subsystems worked on during the period received AIDP support.

   The impact of AIDP support on subsystems existing or under development at institutions by 1978 is equally impressive. At one-third of the institutions, subsystems had come entirely from AIDP. By 1981, it was reported that nearly one-half (48 percent) of the institutions would have exclusively AIDP supported subsystems. By comparison, only eight to nine percent of the institutions expected to have subsystems untouched by AIDP impact.

4. AIDP funds permitted institutions to provide TIS subsystems for additional areas of institutional operations.

   While pre-AIDP subsystems were being upgraded, institutions by 1978 were also acquiring new subsystems as well. Thus, in addition to new subsystems under old titles, a net increase in titles was noted in 1978 and 1981 over the pre-AIDP holdings. This would mean, in almost all cases, additional TIS support to institutional operations. It might even understate such additional support since some titles such as financial records and student records often represent a consolidation of several smaller subsystems.

   In 1978 almost half of the additional titles (48 percent) were related to business office affairs and one-fourth (25 percent) were for student records. Institutional development (13 percent), facilities (9 percent), and academic programs (5 percent) also gained additional support. Titles showing a sustained and significant increase for the period under study include: student records, admissions, alumni, financial records, financial aid, personnel, and budget/general ledger.

The important stage of subsystem development that the institutions had reached in 1978 was revealed in their individual reports. Many old subsystems are still being used while their replacements or consolidations were being designed and tested. The survey responses, unless merging subsystems were sorted out, provided only a snapshot of a TIS in transition.

Broader TIS support is being provided to the institution through an increase in the scope of each subsystem perhaps as much as through an increase in the frequency of titles. Unfortunately, the measurement of a subsystem's scope requires more intricate measuring procedures than were available for this study. The growth of scope and sophistication of TIS subsystems, only a hint of which surfaced in this study, remains an important area for future study.

5. Completed AIDP-funded subsystems are now in the majority of an average institution's holdings.

Institutions report that 57 percent (264) of all (471) AIDP supported subsystems contemplated have now been completed and another 33 percent are already being developed. By 1981 all AIDP subsystems now under development will have been completed and the final 10 percent (58) will be under development.

The typical institution is now relying more (59 percent) on AIDP-funded subsystems than on its pre-AIDP subsystems. By 1981 that dependency is expected to be even greater (78 percent). At present 38 percent of the institutions have completed all of their AIDP subsystems and by 1981, 88 percent will have done so.

While the total number of subsystems is one indication of impact, a qualitative improvement such as merging or upgrading subsystems is also an important measure, though evidence of this is elusive. One indication, however, surfaced in the 1978 study. Institutions reported transitional subsystems. Thus, it was noted that 101 subsystems now being upgraded would eventually become parts of larger subsystems and would no longer be listed under separate titles.

The typical institution's subsystem holdings show an increase from four subsystems to over five, with an expectation that by 1981 it will have six, five of which will have been achieved with AIDP funds.

6. AIDP-funded subsystems development was not significantly different at larger institutions from smaller institutions, at institutions in the program a short time from those in the program a long time.

Except for small institutions uniquely involved in initiating subsystem development through AIDP, the impact of AIDP appears to be determined by factors more significant than size or duration in the program. Since institutions funded in FY 76 were compared with FY 73 institutions, all had an opportunity for subsystem completion by 1978.

INSTITUTIONAL RESEARCH CAPABILITIES

The marked growth in services that normally is found in institutional research offices was an expected effect of the various AIDP activities, and especially the work being done on PME. The impact measured may be either the direct outcome of AIDP objectives or indirect outcomes, since all post-AIDP grant outcomes are concerned.

Eighty-four percent of institutions responding have expanded or opened an Office of Institutional Research. The research function is specifically assigned to offices with other duties for four percent of the institutions and 15 percent reported no institutional research office.

Institutions reported new areas of activity reflecting a trend toward systematic analysis of institutional data rather than toward additional discrete studies. Responses did not permit a precise identification of those activities that were consciously planned and comprehensive at the level of a systems approach. Responses suggested that institutions are nevertheless striving for this level. Analysis performed on a continuing basis is an important step from discrete studies toward systematic analysis.

IV. SITE VISIT COMPONENT

On-site visits to a sample of two- and four-year institutions to assess AIDP impact were included for the first time in the 1977 AIDP Impact Evaluation Study. Because of the effectiveness of the on-site visits for additional data gathering and also for furthering the consortium's coordination roles, they were employed again in the 1978 AIDP Impact Evaluation Study. They were included to provide data for the evaluation derived from the clients, users or observers of AIDP-funded activities through personal interview. The program and analytical models (see Introduction, Part I) provide a formal matrix of elements which make it possible to draw and analyze parallel data. The three modes favor different types of questions and questioning procedures. The program and analytic models also provide the matrix for comparison and verification of data. The site visit component facilitates the comparison process and enables an in-depth probing of areas that might have been overlooked or discounted by the institutions in responding to other areas of the study.

The ten institutions below were selected to represent the four-year AIDP grantee institutions:

- *Alabama A&M University*
- *Bethune Cookman College*
- *Ouachita Baptist University*
- *Prairie View A&M University*
- *St. Mary's College*
- *St. Mary's University*
- *University of Southern Colorado*
- *Southern University*
- *West Virginia Wesleyan College*
- *Loyola University of New Orleans*

The following eight two-year institutions were selected.

- *Burlington County Community College*
- *East Los Angeles College*

- *El Paso Community College*
- *Highland Park Community College*
- *North Shore Community College*
- *Seattle Central Community College*
- *South Georgia College*
- *Vincennes University*

CONCLUSIONS

The data developed from the site visits corroborate the more quantitative data of the periodic reports and the impact questionnaire. However, the visits provided information which would be most difficult to obtain through a questionnaire. Due to their sharper focus, the site visits revealed the impact of certain activities that had not been reported because they were not perceived to be part of the goal identified by the institution. There also were qualitative differences. In-depth interviewing showed all schools having much more articulation with the community than had been anticipated. Unplanned community outreach activities had evolved, but had not been identified as an indirect result of AIDP. It would be difficult to construct a questionnaire that would probe with the persistence of an interviewer, but the information so derived is both corroborative and expansive.

Anticipation over the impending site visit prompted the personnel of each of the institutions to conduct a self-appraisal. While this was initiated in a climate of anxiety, individuals at each institution stated that the self-study had facilitated a further clarification of institutional and AIDP intent.

The site visits also provided a unique opportunity for dissident voices to be heard. On several campuses, some critics discussed their disagreements with the interviewers. This provided an additional dimension to the interviewers' understanding of the campus organizational environment, and provided the dissidents with an opportunity to discuss their problems in confidence, as had been previously explained to all parties. It illustrated the ego strength and confidence of the institutions' administration in general and the integrity of the AIDP coordinator in particular.

The site visit component provided a stage for each institution to display its achievements. There was a candor about accomplishments and shortfalls. Discussions of long-range plans revealed raised expectation levels which were frequently contingent on future AIDP funding.

Findings led to other conclusions which are more judgemental when assessing their probable impact on the implementation of the AID Program.

POSITIVE

- All the AIDP coordinators recognize the sequential, progressive phases of the planned change process. Their role may commence as an initiator and motivator, but will evolve into that of a facilitator and a passive supporter. This transition will help diffuse any fears of empire-building.

- There is general campus-wide recognition of the importance of AIDP input. There is a growing recognition of the importance of AIDP as an influence in developing institutional autonomy and stability. There is also a realization that there will be occasional failures among the many AIDP efforts and that USOE recognizes this as a reality.

- Participative management and the democratization of planning and decision making have introduced a new dimension of involvement on the campuses of grantee institutions. The general net effect has been a more effective working relationship among the institutions' component groups.

- AIDP promoted interdependence and rapport between academic and career oriented instructional areas through funded and unfunded activities which enhanced both. It also was the catalyst for improved institution-community relations and the realization of areas of mutual interest and needs.

- Successes of AIDP nationally have led to increased credibility in individual institutions and individual faculty and staff members on campus. The result has been not only the growth that comes from success but increased prominence of AIDP institutions among other institutions of higher education. This enhances fund-raising capability potential.

The success of AIDP reflects the commitment and influence of the president. The president's continuing involvement in the AIDP implementation process gives an emphasis which increases the involvement of administrators and faculty, including faculty in areas that are not AIDP activities. There appears to be a direct relationship between the duration of the president's tenure and the influence and impact on the implementation of AIDP activities, especially planning, management, and evaluation. There is evidence that the president's tenure and commitment to AIDP probably has as much impact on the success of AIDP implementation as the efforts of the coordinators. Enthusiastic support of AIDP activities by a new president overcomes the disadvantages of a recent appointment.

NEGATIVE

- Faculty unions are generally opposed to the participation of faculty in the management of the institutions. Some union representatives perceive it as a means to subvert their influence and co-opt the faculty, rendering it more malleable. Participative management is perceived by some (faculty union and nonunion) as a means to extract even more time and effort from an already over worked faculty.

- The enthusiasm and motivation generated by AIDP funding on occasion has prompted overly ambitious initial and subsequent plans and goals, resulting in the overextension of some staff and programs. This might feed faculty union contentions of overloading.

- There is a continuing anxiety that some of the benefits of AIDP-funded activities will evaporate when AIDP is discontinued. Due to the uncertainty of the continuation of the AID Program, there may be a predisposition at times in the future toward hardware acquisition with high acquisition costs but low operating costs, favoring programs that are capital or technology intensive, rather than labor intensive.

- There are tendencies in AIDP planning to undertake too many new programs which are all expected to develop rapidly and accomplish in three to five years what may actually take eight to ten years for completion. While this compression and addition of programs may produce the required critical mass for change to occur, destructive side effects must constantly be minimized and caution must be taken to concentrate institutional efforts toward ends rather than means.

- Tendencies to purchase prepackaged models for implementing AIDP activities and borrowing models from nearby campuses can be shortcuts to implementation but may be counterproductive if more staff time is needed to tailor them to individual campuses than would have been required to develop them initially.

SITE VISIT COMPONENTS
(Two-Year Institutions)

FINDINGS

AIDP influence was felt before the funding period. Much rapport was gained from the planning processes preceding the proposal writing. This had a cohesive influence and gave the participating personnel a feeling of authority and involvement. They were able to influence the contents of the proposal and incorporate some of their desires. This spurred a growing awareness of the mutuality of interests and common purposes of all involved. It also helped establish working relationships upon which the subsequently funded AIDP activities could capitalize when funds became available.

In conferences with students, faculty, administrators, and community members, there was a nearly universal conviction of the positive force of AIDP. There had been an initial ambivalence, and at times an aversion to AIDP, by elements in each constituency group within the institutions. Some administrators and faculty feared losing control of the institution. Conversely, other groups feared that the program would enable the administration to impose a tighter control over the institution. These reservations have been withdrawn in almost all cases. However, there is a continuing watchfulness by the faculty, which views the coordinator as a helping hand and as a source of assistance, yet at the same time looks for signs of self-serving behavior or subordination to the administration's control. This is probably inevitable and unavoidable, given the traditional adversary relationship between faculty and administrators. There are clear indications, however, that under the influence of AIDP, as the faculty and administrators become more attuned to each other's collective needs and work environments, this traditional adversary relationship has been modified.

There is a general recognition at all institutions (although not universal in all groups) that AIDP was the pivotal element in the materialization of many programs. It frequently provided the critical seed money or the indispensable last increment which made a program possible. On other occasions it enabled the upgrading of a program or activity with the application of new technology, additional capital equipment, or an increase in staff. The AID Program facilitated the transfer of technology in several ways. There was a spillover made possible by an improved communication process. There was a vitality imbued in the AIDP activity areas which conveyed a sense of urgency and increased the tempo of the change process. The trauma which frequently accompanies major institutional change was reduced because of the infusion of resources adequate to accomplish the institutional goals and objectives.

The closer community/institution ties and working relationships has produced several programs which relate to each of the three national priority areas. Several schools, pursuing alternative placement strategies, developed a formal association with the State Department of Labor/Employment. This placed a State Department of Labor staff person on a permanent part-time basis providing input and coordination for the counseling function from recruitment through follow-up. The input prompted revisions in the curriculum and counseling and directed more low-income students into areas with enhanced career prospects.

The closer community ties have also facilitated increased gift giving, articulation with the feeder high schools, increased job development in local industry, development of more special programs (e.g., weekend, senior citizens, women, mid-career change, enrichment for professionals, and adult vocational courses). Integrating the cooperative program with the liberal arts disciplines has resulted in a clearer understanding of the value of the liberal arts and has given the low-income students as well as the others a sense of the relevance and applicability of these areas in actual work situations.

While many of the effects of AIDP participation impact on all three national priority areas in some measure, most of the developments are identified more readily with one priority area than with others. The following presents some of the findings of the site visits, categorized by national priority area.

AIDP NATIONAL PRIORITY AREA I:
LOW-INCOME STUDENT DEVELOPMENT

A major focus of the activities directed at the low-income student is the counseling function. Counseling programs have benefited directly and indirectly from AIDP at each college. Funded components provided some with equipment and software to expand the comprehensiveness of their counseling services. Morale rose in the counseling centers, faculty members were more aware of the counseling program, and counseling extended its community outreach.

In most institutions, the role of counseling is expanding to include all of the counseling-related functions. There is an awareness of the need to work with all elements that contribute to the formation of the low-income student. There are formal working relationships with feeder high schools; there is articulation of curriculums and continuing orientation of high school seniors to available postsecondary programs. On-campus programs for parents introduce the family to the advantages of higher education. Several institutions are making the counseling program and elements of the developmental skills programs available to high school students. Economic counseling and aid referral is reducing some of the adverse effects of economic disadvantage. To support this thrust, counselors are being cross-trained in financial assistance counseling.

Counseling and placement are often integrated. Seminars and workshops in job-getting and holding skills are decreasing the disparity between student perception and reality in career development. The seminars bring potential employers on campus to confer with student groups.

One school has decentralized its cooperative education department into the liberal arts department. This has provided examples of the applications of several disciplines in the work setting. The program has far more students interested than positions to fill, but the cooperative education department is continuing to increase the number of placements.

Tutoring programs utilizing peer tutors and counselor aides are proving effective in reaching the low-income student. They are having a beneficial effect on the entire institution. The student tutor and counselor aides working with and under the supervision of the respective professional staffs are realizing impressive cost-effective performance by virtue of their success and their low cost.

Follow-up activities are becoming more common despite the absence of direct benefit to the institutions in the form of tuition share or course load equivalence. This is being made possible in part by the improved information systems and the renewed effort to maintain contact with all students, graduates, or "stop outs." The counseling, placement, and follow-up services are being redefined to serve the "stop outs." This recognizes that some students have changing career aspirations or motivational drives which exclude postsecondary education for an indeterminant period.

Special programs are responding to the growing needs of senior citizens and women. Professional and enrichment courses for professionals are being made available, as well as programs for people with various types of handicaps. Another area of growth is counseling for under-educated adults and adults in mid-career change.

AIDP NATIONAL PRIORITY AREA II: INSTRUCTIONAL EFFECTIVENESS

The performance of low-income students in developmental programs and subsequent academic pursuits, and the response to the innovative instructional modes has brought an increasing realization that open admission is not incompatible with higher academic standards if the institution responds with an imaginative array of instructional tools, instructional support services, and non-traditional attitudes. Programs were provided resources to rise from rudimentary development, or adequate performance, to outstanding programs. Two institutions generated academic skills development programs, which serve as models for the host state. At one institution, three-week, noncredit skills development mini-sessions were held and oversubscribed.

There has been a continuing interest in competency-based instruction, even from faculty opposed to MBO. The interest in individualized instruction will survive AIDP participation.

Some traditionalist faculty members still resist innovation and AIDP activities, seeking to return the institution to a role of transfer institution. More professional faculty tend to disregard the traditionalists.

Other funded activities included support services that provided resources and back-up to various disciplines, thus strengthening programs without weakening control. These activities reinforced the growing motivation in several institutions to develop more interdisciplinary efforts which combine the strengths of all contributors.

There was universal agreement among faculty and staff at all schools that AIDP had made possible many activities which promoted interdisciplinary understanding, faculty-administration cooperation, and increased student participation. Several schools had interdisciplinary retreats at the outset of the semester. These were recognized by both the faculty and the administration as having made a major contribution to improving relations between faculty groups and the administration.

Another factor contributing to a sense of stability was increased faculty involvement in the planning process. This was built in from the proposal stage on, and has continued, bringing the several disciplines together to plan support services and their own programs.

Improved communication between academic departments and local high schools has helped shape their respective curriculums. This has reduced the trauma that inevitably accompanies the transition from secondary to postsecondary educational institutions.

AIDP has made possible the offering of "loss leader" programs. These have little prospect of being self-supporting in the near future, but they are a valuable element in a well-rounded program and can strengthen other programs. Other institutions are engaged in curriculum development which makes more efficient use of the now available hardware and software. This requires faculty development seminars and workshops, which raise the faculty skills levels in the utilization of these tools.

AIDP NATIONAL PRIORITY AREA III:
ADMINISTRATIVE EFFECTIVENESS

Introduction of new management practices produced an ironic counterpoint. The new practices were frequently viewed with suspicion and skepticism as a threat to the existing order and stability. Yet other management innovations increased stability and information flow, decreasing the anxiety over AIDP impact and other change.

Faculty and administration concur almost universally that the greatest contribution of AIDP is the development and operation of institutional management systems. This was not always considered an asset or a virtue. In those limited number of institutions where administration-faculty relations were strained, the management systems were seen by some faculty members as administrative tools to centralize control and by others as a means to monitor the administrator more closely. In the institutions which were enjoying amicable administration-faculty relations the management systems innovations were viewed more positively and were deemed assets.

AIDP activities inspired an institutional administration internship program. This sponsored a group of faculty leaders to take released time and circulate throughout the administration, participating in and observing the various management activities. Great enthusiasm was expressed for this program from both the faculty and administration.

An indirect result, in varying degrees, of AIDP-sponsored grants at all institutions was an increased faculty capacity for adaptation and change. Professional development included more participation in management-oriented activities. Mini-grants programs increased the total number of proposals submitted to external funding sources.

There appears to be a democratization of the decision-making process. Even at institutions with presidents who tend to be more directive there is some increase in participative management.

The improvement of management systems generally has created a greater confidence in the administration, for several reasons. The MIS introduces an availability of data on all institutional aspects and promotes an open, enlightened faculty and administration. Management skills have been enhanced and the faculty respects the improved management to the degree that it is now motivated to develop its own managerial expertise. It looks to AIDP for this.

The value of the management systems and techniques installed through AIDP is recognized by other institutions of higher education. The PME programs of several grantee institutions have been adopted in varying degrees by sister institutions, and even by the entire system of which the AIDP institution is a member. Moreover, grantee institutional staff and AIDP coordinators are frequently sought as advisors to other institutions to share their knowledge of the PME systems, including the ZBB and MBO programs.

AIDP activities have increased the education and skill level of the classified staff. This has resulted in an increasing demand by the classified staff for a broader participation in institutional activities, more recognition, and greater opportunity for development. Administrations are more aware of staff needs than are the faculties.

As a result of the MIS component of the PME, managerial decision making has been objectified and accelerated. This extends to such esoteric reaches of management decision making as the institutional long-range plan, which is now recognized as a ***living*** document and a process, not a final, irrevocable statement of intent.

Many of the mechanical administrative operations of the grantee institutions have been improved:

- The time has been shortened to respond to recognized student financial need;

- Personnel systems have been upgraded;

- Student processing has been streamlined, removing an unnecessary stress on low-income students who may have a lower threshold of anxiety; and

- Staff development has been fostered through workshops and retreats, resulting in:

    - Improved administrative skills;
    - Improved morale;
    - Improved communication;

- Increased cooperation; and
- Improved working relations.

The effects of the activities intending to enhance administrative effectiveness are among the most quantifiable AIDP results and will have an impact on the institutions for the longest duration.

PRESIDENTIAL LEADERSHIP

The site visit interviews revealed the importance of presidential leadership to the successful implementation of the AID Program and the merging of the program elements with the institution's other activities. The aspects of presidential leadership which contributed most significantly to the AID Program's success were:

- *Presidential interest* – the president's commitment to the AID Program in a manner which provides his visible support to AIDP activities in both the management and academic areas.
- *Presidential leadership style* – the degree of collegiality and directiveness the president orchestrates in the management of the program and in other institutional activities.
- *Presidential stability* – the longevity of the incumbent and the frequency of presidential turnover.

The continuing follow-up and visible support of the AID Program is the single most important contribution the president can make to its success. While this does not necessarily require his continual creative contribution, his unequivocal endorsement is frequently the key to an activity's success. It was important that this support was offered in a manner which would not be interpreted as intrusive. Recognition of activities and their sponsors was a success factor easily offered and well rewarded.

The collegiality and directiveness of the presidential leadership style influences the extent of involvement of faculty and administrators. While assertiveness was generally an asset to program implementation, when placed in an authoritarian organizational context it fomented some resistance, noncooperative behavior, and lack of commitment. All of these forces were directed at institutional activities in general and, specifically, at AIDP-sponsored administrative and management activities sponsored by the president.

The longevity of the president correlated positively with the degree of success of program implementation. The explanation for this may either be that more effective presidents stay in office longer, or stability stemming from longer tenure provides an environment more hospitable to change and program implementation. Frequently, changing presidents is generally accompanied by a lack of activity and resistance to change.

SITE VISIT COMPONENTS
(Four-Year Institutions)

CONCLUSIONS

Impacts of AIDP participation are in evidence at each stage of the grant period. Preparation of the AIDP proposal required a number of staff members to plan and develop a program designed to meet the perceived needs of the institution. Ideally, this planning was carried out with the benefit of considerable study and analysis, completed in advance of the AIDP grant, of the supportive role AIDP might assume in attaining the institutions' missions and goals. In some cases, the initial planning was carried out by a small number of individuals without linkage to institutional goals and mission. In either case, preparation of the institutions' final plans and subsequent revisions eventually requires a broad input from all sectors of the academic community. The first impact of AIDP reported was the process of encouraging evaluation of institutional directions, strengths, and weaknesses, and articulating a design of a comprehensive program to strengthen selected areas of the institution.

AIDP was often identified as an important factor in the addition of new individual clusters of programs and reorganizations. A particular relationship of note is that nearly all four-year institutions participated in the Title III Basic Development Program before participation in AIDP. The planning cycle for the "Basic" program required year-to-year program planning and implementation. This type of funding can be conducive to short-term projects, whereas AIDP involves three to five year programs and subsequent long-term planning. This important distinction was identified as an impetus for effecting implementation of programs requiring advanced planning which had not moved toward completion satisfactorily. The clear focus of AIDP on anticipated outcomes has also taken institutions beyond the emphasis on processes characteristic of year-to-year program operations.

At nearly every institution, AIDP has raised aspirations and expectations across the entire academic community. There is evidence of a relation between the presence of potential for development and the eventual realization of that potential. This often has prompted a pervasive "can do" attitude on campus, giving individuals the courage and incentive to try new things and to grow professionally in the process. At the same time, individual AIDP efforts are interwoven into a network of other institutional support and endeavors which augment the influence and effects on campus, and strengthen the achievement of institutional missions and goals other than those directly related to AIDP. These synergistic effects are increasingly evident the longer the institution participates in AIDP or where the institution has had longer opportunity to integrate AIDP activities into the fabric of its programs and operation.

AIDP activities are a constant stimulus for change. The result is broader institutional participation in the program. A fuller realization of human resource development has been achieved as a result. At the same time, satisfaction blossoms, representing a positive force and that margin of difference which has unleashed new creative efforts. The institutions move to higher plateaus of performance in serving students, in developing more effective instruction, in relating more effectively with respective communities, and in adopting new techniques and methods for greater administrative effectiveness.

AIDP activities are related to and supportive of the national program priorities and impact areas. Spin-offs or indirect effects likewise represent similar areas of impact. Yet each AID Program has been developed to meet the unique needs of each campus. Inasmuch as each institution began AIDP at different points of development, the difficulty is compounded to extract all inclusive impacts of AIDP across all campuses with the same number of years in the program. AIDP-funded activities are directed toward involvement of various minority groups in regional areas and are designed to interface with community needs. This interface has provided communities with needed skills and services and has provided students with opportunities for direct, meaningful experiences. The principal links between the community and college are internship programs, cooperative education, and participation on Boards of Trustees.

The following represent findings from the site visit interviews, and observations which have been categorized in topical areas.

AIDP NATIONAL PRIORITY AREA I:
LOW-INCOME STUDENT DEVELOPMENT

Low-income students represent significant segments of students enrolled in four-year institutions. A number of institutions reported low-income students comprising as high as 70-80 percent of the student body. At the same time, at least one institution reported that AIDP had facilitated its seeking of low-income students through special recruitment programs, thereby increasing its student body by enrolling students who would not generally have been recruited.

Areas with large numbers of students with English as a second language also have special needs that are being served through AIDP. Fewer faculty members are involved directly with low-income students through academic advising programs sponsored by AIDP and special restructured freshman year programs. Personal counseling programs have been concerned with the special needs of low-income students and with developing comprehensive services to meet the multi-dimensional nature of those needs. For example, Bethune Cookman College in Daytona Beach, Florida (1976 grantee), like some of the other grantee institutions, has a very large number of low-income students enrolled on the campus. The character of the institution is permeated with a self-help philosophy in all programs in the college. AIDP has enabled Bethune Cookman to greatly expand and improve its counseling program. The new program has added staff with counseling expertise and has started both individual and group counseling sessions.

Career counseling and placement efforts are often linked directly to low-income students who are especially concerned with securing a job immediately upon graduation. Thus, St. Mary's College in Minnesota has developed an AIDP-sponsored activity, Strengthening Career Education. This multi-faceted program involving the development of Applied Majors involves varied disciplines with a broad base of support. One facet of the program is the area of Mathematics Applications, in which special applications for math have been developed in such fields as finance, business, computers, physics, astronomy, biology, and psychology. This enriching of the math curriculum appears to enable students in math to make sounder and more deliberate connections with potential career applications in their field of study.

Basic and developmental skills programs are initiated early in AIDP grant periods; implementation begins immediately. Although baseline statistics take time to be developed, students are enrolled in programs early in the grant period often with dramatic results by the end of the first year. Other personal support programs for low-income students, such as internships, cooperative education arrangements, counseling, and peer tutoring, take much longer to establish, generally starting with the second year of AIDP participation. Career information and placement services appear to take several years for implementation. Time is required to develop job contacts, referral systems, and career information materials that serve to link students to prospective employers. In addition, it is often necessary to develop credibility in the students as perceived by community organizations and businesses. For example, Loyola University of New Orleans, Louisiana has developed a major in Public Administration. This major has secured the backing of a broad base of faculty support; it provides marketable skills to low-income and other students. The program has developed a solid base of experience for future planning and assessment. Staff from Loyola University have worked with other institutions in the area as well as the community colleges in developing the program.

Beneficial spin-off effects to the entire institution from programs designed specifically to help low-income and under-prepared students have been noted by institutions. These special programs have contributed directly to improving the educational environment and learning opportunities for all students. In some institutions, addressing the needs of low-income students in a more deliberate fashion resulted in more comprehensive institutional testing functions and greater use of testing results for counseling and placement. Increased sophistication in testing is linked directly to developments in institutional research. Career education also involves and touches many disciplines. It has increasingly gained the support of significant numbers of faculty members; it has developed an excellent base for continuity from a broad segment of the academic community; and it has achieved a new institutional cohesiveness, unifying diverse elements on campuses.

AIDP NATIONAL PRIORITY AREA II: INSTRUCTIONAL EFFECTIVENESS

AIDP funds have supported a large number and a wide variety of curricular offerings. New programs have been added as have new thrusts to programs existing before AIDP. New curricular offerings have ranged from individual courses/modules to new interdisciplinary majors and minors, and sometimes even the addition of new schools. On a number of campuses, new majors are a direct response to community and regional needs. By way of illustration, West Virginia Wesleyan University, located in the Applachian area, has developed a number of programs which involve the region and local community. Education outreach is carried out by the development of a radio network. An exchange program has been developed with Nova Scotia, Canada which is a rural area with similar problems as the West Virginia area. Regional workshops have also been held on such topics as "The Status of Women in Appalachia" and "The Community Resource in Health Care." These activities have the dual benefit of developing student and faculty competencies and enriching the institution's offerings, apart from providing needed services to the surrounding areas.

There is evidence that AIDP funds have been effectively used as seed money, serving as a catalyst, for example, for the institution to become the focal point to draw together previously fragmented resources. This is a multiplying of the effectiveness of staff commitment and funds. Interdisciplinary majors in some institutions are bringing together various sectors of the institution in such diverse areas as philosophy, applied social sciences, and health careers. A new enthusiasm has frequently been generated among faculty members who, often for the first time, are engaged in the development of new and expanded programs and opportunities to develop new materials.

A number of institutions have chosen to utilize AIDP funds to modify and expand the typical instructional delivery systems. This has primarily taken the form of individualizing instruction. Self-paced activities expand the number of students able to learn new skills and subjects who had not successfully mastered the typical classroom instructional setting. For instance, St. Mary's University, located in San Antonio, Texas, has implemented an individualized instructional activity with AIDP funds. Over 60 faculty members have developed new learning modules for their courses, involving over 2,200 individual projects. These modules have been incorporated into teaching methods of the faculty and represent a variety of academic departments and courses.

Support services for curricular offerings have long been recognized as important to educational institutions, especially those involved with low-income and educationally disadvantaged students. AIDP has been able to strengthen these support systems primarily through development of learning resource centers and audio visual or media centers. In many institutions a modest support from AIDP for equipment and staff have provided unique, cost-effective services. The AIDP grant has at times been matched with gifts from local businesses and TV stations, and combined with ingenuity for constructing facilities, institutions have been able to respond to faculty needs. Ouachita Baptist University in Arkansas, a small institution, has used AIDP funds for the development of a learning resources center. It has been able to match gifts from other sources with AIDP funds to provide a comprehensive center which meets the needs of university members. In addition, with AIDP funds, the school's library has acquired teletype access to the IUC-OCLU bibliographic network based in Ohio. This service appears to be heavily used and an integral part of the library service system, expanding services over and above what would have been possible for a university of its size and location.

A more specialized center has been developed with AIDP funds by Southern University in Baton Rouge, Louisiana. The use of AIDP funds has allowed the development of a communication skills center, which serves students from all areas of the undergraduate division. It is in full operation with newly acquired instructional equipment and materials. A faculty-developed teaching program has also been designed to meet the special needs of the students, and hard data on achievement outcomes will become available in the near future. The center has already attracted the attention of other institutions of higher education in the state. Representatives of seven public and private institutions have observed the center in operation.

Developments in curriculum and instructional areas indicate that a developing institution with sufficient start-up time and funding can achieve a position of national leadership by pioneering fresh new responses to unmet educational needs. At another level, a developing institution can fulfill heretofore unmet needs of students and faculty.

AIDP NATIONAL PRIORITY AREA III: ADMINISTRATIVE EFFECTIVENESS

One of the primary impacts of AIDP participation on administrative effectiveness is the beginning of definite steps toward greater institutional stability on four fronts: (1) development of sound systems of fiscal management; (2) greater concern for planning and its integration with management and evaluation; (3) total institutional involvement in decision making; and (4) new and more flexible administrative styles. Nearly all of the institutions visited reported their management system had changed through participation in AIDP and the changes will endure after AIDP participation has ended. The "die has been cast," as it were, irreversibly moving the institution toward more effective management and greater stability.

The planning, management, and evaluation components of AIDP grants require for the most part significant restructuring of management processes on each campus. This generally has resulted in greater involvement from all levels of staff, administrators, and faculty members in the decision-making process. The upper-level administrators interviewed indicated that not only did changes in management require more time than originally anticipated, but that the changes originally envisioned generally resulted in additional unanticipated changes which have resulted in strengthening the administration. At the same time, institutions participating for longer periods in the program report that it takes several years for problems to surface which were unrecognizable in earlier years. This awareness is attributed to sharpened perceptions of administrators and better, more comprehensive knowledge of the institution itself.

Changes have been noted in the decision-making process. Better decisions are reported being made with fewer challenges, resulting in clearer definitions of roles and responsibilities. Faculty-administrative relationships have been more clearly defined and improved. Increased faculty participation in decisions affecting them has brought decision making closer to the level of implementation, thereby shortening the time it takes for decisions to be implemented after they have been made. Further, broader bases of support are generated through broader input into decisions.

Management Information Systems (MIS) have been developed. Where these are being utilized effectively by most departments, increases are noted in a new sense of orderliness. This appears to have an influence across campus in terms of an improved self-image and confidence that the institution can in fact do an outstanding job in areas defined by its mission statements. At the same time, management information systems are reported providing more reliable information for decision making. Institutions which have not fully developed MIS capabilities still lack clear-cut progressive changes in decision making. Evidence shows, however, that when this expertise is developed and utilized by administrators, institutional stability is enhanced, with benefits beyond the input of time and funding spent in its implementation and development. Thus, Prairie View A&M University in Texas has identified MIS and related transactional information systems as important areas for development on campus. Through activities in MIS/TIS, data elements are being centralized, embracing fiscal, departmental, and administrative matters. Consequently, much duplication of reporting has been eliminated and information can be retrieved more quickly in such areas as admissions, student statistics, etc.

A more specialized system has been developed at Alabama A&M University. The AID Program there has resulted in the development of an integrated student information system which has built a bank of data on students. This information is used in helping to plan for course development, counseling, and administrative decisions based on the number and types of students enrolled. Faculty members have learned to work with the Information System materials in addition to administrators, thus providing information to all segments of the university campus.

A number of AIDP institutions have students, administrators, and faculty members from a variety of ethnic backgrounds. This situation multiplies the number of different orientation methods needed and increases problems associated with changes needed in management. The University of Southern Colorado is an institution with such a multi-cultural student body and administration. It has, through the use of AIDP funds, developed a cultural awareness activity. The purpose of this activity has been the development of a campus environment that is culturally conducive to the ethnic diversity of both students and staff. Cultural awareness workshops have been held, and intercultural activities and displays have been encouraged to further draw the academic community together.

AIDP has demonstrated more potential than many institutions had thought could be realized. Advantages and strides made in increasing administrative effectiveness are probably not reversible. Institutions have moved foward despite inherent obstacles on campus. Without exception, changes have occurred on each campus visit which have moved the college toward greater institutional stability and better utilization of management skills and capabilities. These changes have strengthened operation and management.

Presidential Leadership

During the site visits evidence was gathered that there is no substitute for strong presidential involvement and leverage in development and implementation of AID Programs. The direct involvement and concern of the president represent a unifying force that not only gives direction and backing at all stages of AIDP implementation, but also provides the backdrop for the ethos which develops for each distinct AID Program. If the spirit of new institutional development from those involved in AIDP is to extend to the entire campus, then this impetus must originate with the president and extend to the entire campus whose identification is required for AIDP to reach the levels necessary for total institutional implementation.

Changes in the presidency can have devastating effects on the development of planning, management, and evaluation efforts. In some cases where the entire top management team is replaced, the effects can slow down implementation of AIDP activities for as much as a year. On the other hand, new presidents accepting institutional leadership after AIDP has begun can represent a revitalizing factor in the emerging programs. New insights can be gained in PME and other administrative endeavors as a result of fresh thinking and experiences.

PART V

AIDP – BACKGROUND AND PROGRAM CHARACTERISTICS

AIDP – BACKGROUND AND PROGRAM CHARACTERISTICS

A. HISTORICAL ROOTS OF THE ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

Post-World War II years produced an explosion of educational expectations in American society, and higher education was hailed as the secular salvation of the disadvantaged. Institutions expanded and strained their overburdened facilities to answer the needs. New institutions were founded to respond to the new educational needs. The Korean War, Sputnik, and the rising expectations engendered the affluence of a burgeoning economy provided still more impetus for the increasing demand for higher education.

Then a constellation of events stripped away some of the mystique surrounding higher education. It had not been the social panacea hoped for. Rising inflation was raising the public and private cost of education to the thresholds of resistance and other social capital development activities began to compete more effectively for the available resources. At the same time, many developing institutions were being tasked with the responsibility of taking ever larger numbers of students who had few resources and inadequate preparation and equipping them educationally to negotiate effectively in an increasingly specialized and complex social environment.

The one source able to marshall resources of a magnitude that was commensurate with the need was the Federal Government. The response was the Higher Education Act of 1965. Subsequent events in our history have prompted additions by the Office of Education. One addition was the Advanced Institutional Development Program. It was established to assist developing institutions as they pursued the development of low-income students, improved instructional effectiveness, and enhanced administrative effectiveness. It has been performing that function for four years.

As the institutions developed and revised their focus, the program has continued to evolve and respond to the changing needs of the developing institutions which have participated in the program.

B. BACKGROUND – FEDERAL LEGISLATION

In the Higher Education Act of 1965, Title III as amended in 1972, Section 301 (a), the U.S. Commissioner of Education was directed to:

> *Carry out a program of special assistance to strengthen the academic quality of developing institutions which have the desire and potential to*

> *make a substantial contribution to the higher education resources of the Nation, but which are struggling for survival and are isolated from the main currents of academic life.*

There was authorization for enabling appropriations. Of those sums, 76 percent were allocated for "developing institutions which plan to award one or more bachelor's degrees during the year" (four-year institutions), while 24 percent were allocated to "developing institutions which do not plan to award such a degree during such year" (two-year institutions).

The Commissioner was empowered to award grants to selected developing institutions

> *Adjudged to have the potential for accelerated institutional development to expedite the institution's progress towards achieving both operational and fiscal stability and participation in the mainstream of American higher education.*

In short, the Commissioner was authorized to extend "venture capital" to the selected developing institutions, with the understanding that

> *Grants may be used for curriculum development compatible with changing societal needs; student services, including academic and career counseling; and faculty and administrative improvement programs.*

C. OVERALL PROGRAM GOALS AND PRIORITIES

The regulations governing the AIDP Program identify national goals for the program (169.33) and the program priorities used in the selection of the grantee institutions. The national goals focus on the educational needs of low-income students by:

- Providing them with the background to:
    - Obtain employment with upward mobility,
    - Move into professional areas in which low income students are underrepresented, and
    - Enter and complete graduate school.
- Initiating programs or projects which enhance administrative effectiveness; and
- Generating activities which facilitate curriculum development and educational effectiveness.

According to the legislation (Section 169.35), *the Commissioner will give preferential consideration to those applicants whose proposed programs are likely to best carry out one or more of the following objectives:*

(a) The provision of training in professional and career fields in which previous graduates of developing institutions are severely underrepresented;

(b) The addition of substantial numbers of graduates of developing institutions prepared for emerging employment and graduate study opportunities;

(c) The development of more relevant approaches to learning by utilizing new configurations of existing curricula as well as a variety of teaching strategies;

(d) The development of new or more flexible administrative styles; and

(e) The improvement of methods of institutional effectiveness so as to increase the fiscal and operational stability of the institution and improve its academic quality.

D. PROGRAM CHARACTERISTICS

1. ELIGIBILITY CRITERIA

The eligibility criteria for AIDP participation are specified in the legislation (Section 169.12). The eight ***quantitative*** factors are:

1. FTE enrollment
2. Full-time enrollment
3. Percent of faculty with master's
4. Average faculty salary
5. Percent of students from low income families
6. Total E&G expenditures
7. E&G expenditures/FTE
8. Volumes in the library

Institutions which fall outside of the range of one or more of the quantitative criteria will be given an opportunity to demonstrate that the departure does not materially alter the character of the institution.

Additional ***qualitative*** factors are considered in determining eligibility. These factors are considered over a three-year period, the academic year in which the institution is seeking recognition as a developing institution and in the two preceding years. Among these qualitative factors are:

- Full-time equivalent enrollment;
- Number and trend of graduates continuing their education (extent of open enrollment):
    - At a four-year school for the community or junior college,
    - At a graduate or professional school for the four-year colleges,
    - Class standing of entering freshmen in their high school graduating class,
    - Percentage of freshmen finishing their first year,
    - Percentage of freshmen graduating, and
    - Percentage of graduating class gainfully employed.
- Quality of personnel:
    - Percentage of administrative staff with advanced degrees,
    - Faculty to student ratio, academic qualifications, and
    - Salary scale of the institution.
- Institutional vitality:
    - Fund-raising capability,
    - Planning capability, and
    - Existence of a Development Plan.
- Financial strength (present and projected):
    - Total income,
    - Sources and amounts from each,
    - Expenditures per full-time equivalent,
    - Rate of growth, and
    - Endowments and gifts (total and percent of income).

2. CHARACTERISTICS OF DEVELOPING INSTITUTIONS

For the purposes of the AID Program, according to the rules and regulations (Section 169.11), a *"developing institution" is an institution of higher education in any State which:*

a. Is legally authorized to provide, and provides within the State, an education program for which it awards a bachelor's degree, or is a junior or community college;

b. *Admits as regular students only persons having a certificate of graduation from a school providing secondary education or the recognized equivalent of such a certificate;*

c. *Is accredited by a nationally recognized accrediting agency or association determined by the Commissioner to be reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation;*

d. *Meets the requirements of paragraphs (a) and (c) of this section during the five academic years preceding the academic year for which it seeks assistance under this part, except that:*

   (1) *The Commissioner may waive this five year requirement for those institutions located on or near an Indian reservation or a substantial number of Indians if he determines that such a waiver will increase the opportunity for Indians to obtain the benefits of higher education; and*

   (2) *The Commissioner may waive three years of this five year requirement for an institution if he determines that such a waiver will substantially increase higher education for Spanish-speaking people. For purposes of this subparagraph, Spanish-speaking people are those persons of Hispanic heritage including persons of Mexican, Puerto Rican, Cuban, Central American, South American, or other Spanish-speaking origin.*

e. *Is, on the basis of the quantitative and qualitative factors set forth in Sections 169.12 and 169.13 respectively, (1) making reasonable effort to improve the quality of its teaching and administrative staffs and of its student services; and (2) for financial or other reasons, struggling for survival and isolated from the main currents of academic life.*

E. THE AID PROGRAM MODEL AND ANALYTICAL MODEL

A cooperative effort by the AIDP staff at the USOE, and consultants at McManis Associates and University Associates resulted in the formulation of the AID Program model. An analytical model of the program was then developed to assess the impact of AIDP. These models, provided the structure upon which the data collection effort was based. Both the program and analytical models brought the overall AID Program goals into sharper focus and identified areas that are logically part of the student development process but are frequently overlooked in assessing the effectiveness of various activities. They are discussed in detail below.

3. AID PROGRAM MODEL

The AID Program model relates the following characteristics of the AID Program, as intended by legislation and implemented by the schools. (*Exhibit A* graphically represents the multidimensional nature of the model.)

1. The AIDP's national goals are to develop each college's capacity to: (1) bring low-income students into the mainstream of professional careers; (2) continue to strengthen the instructional delivery system; and (3) continue to improve the administrative effectiveness. These goals are reflected in the following three AIDP National Priority Areas.

AIDP National Priority Area I: Low-Income Student Development

The national goal of low-income student development includes such essential elements as consciousness-raising in the pre-college period through academic and relational skills development, career counseling and follow-up, including placement. Evaluation of the AIDP impact on low-income student development reviews the effectiveness of efforts in each of the following functions:

1. *Articulation with High Schools;*
2. *Recruitment;*
3. *Financial Assistance:*
    - a. *Grant-in-Aid*
    - b. *Work Study*
4. *Counseling:*
    - a. *Placement*
    - b. *Personal*
    - c. *Academic*
    - d. *Career*
5. *Academic Skills Development;*
6. *Relational Skills Development;*
7. *Placement:*
    - a. *Progressive Career Position*
    - b. *Graduate School*
8. *Follow-up for at Least Two Years.*

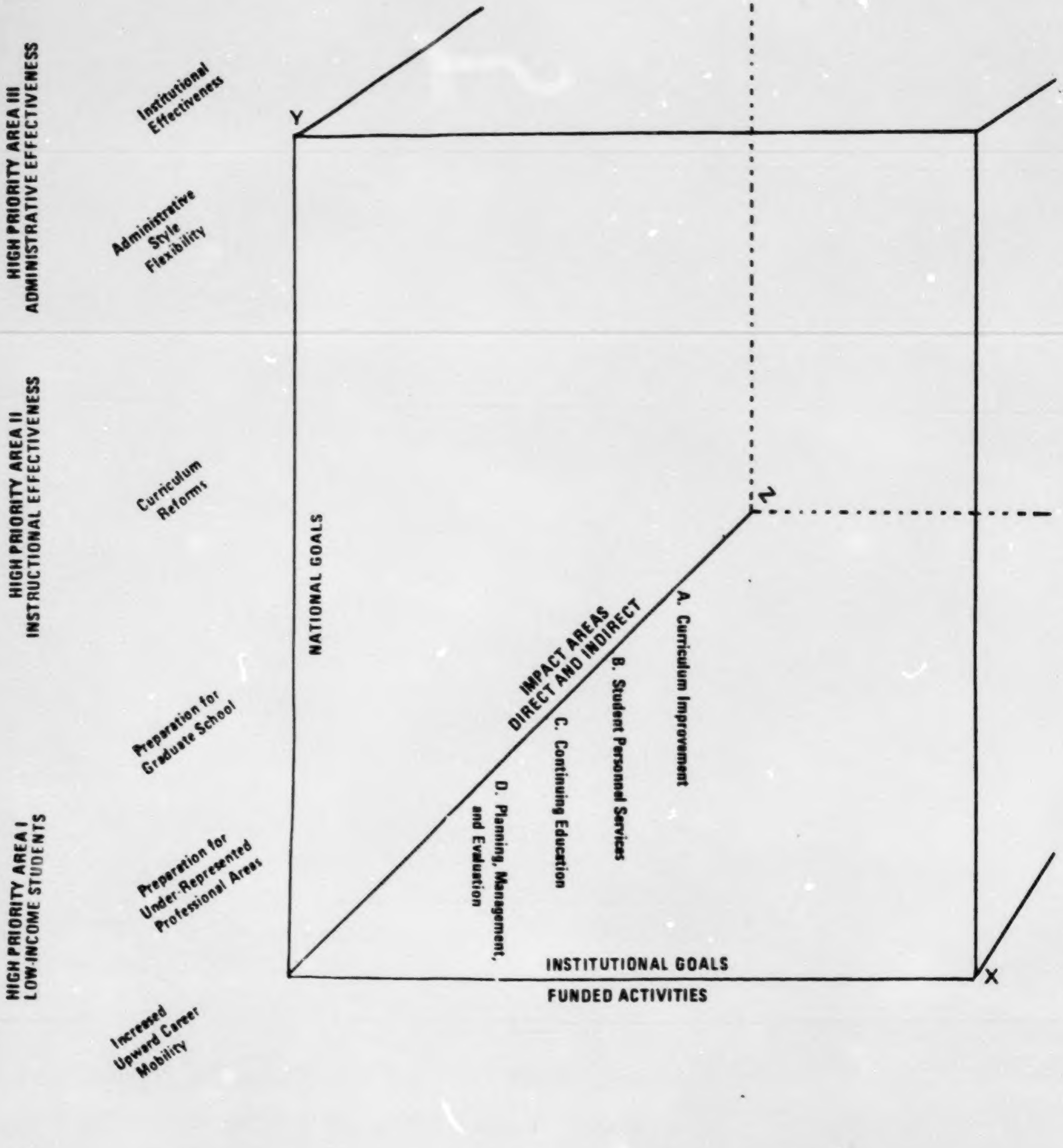
While no school has been funded in every activity in the process, the schemata will facilitate evaluating the AIDP impact on funded and unfunded areas and possibly disclose areas to be included in revised work plans.

AIDP National Priority Area II: Instructional Effectiveness

Instructional effectiveness includes all aspects of curriculum program, instructional faculty, instructional mode, and instructional resources. While there is an affinity of interest and a singularity of focus among the components of this priority area,

Exhibit A

AIDP PROGRAM MODEL


HIGH PRIORITY AREA III
ADMINISTRATIVE EFFECTIVENESS
Institutional Effectiveness
Administrative Style Flexibility
HIGH PRIORITY AREA II
INSTRUCTIONAL EFFECTIVENESS
Curriculum Reforms
Preparation for Graduate School
HIGH PRIORITY AREA I
LOW-INCOME STUDENTS
Preparation for Under-Represented Professional Areas
Increased Upward Career Mobility
Y
Z
X
NATIONAL GOALS
IMPACT AREAS
DIRECT AND INDIRECT
A. Curriculum Improvement
B. Student Personnel Services
C. Continuing Education
D. Planning, Management, and Evaluation
INSTITUTIONAL GOALS
FUNDED ACTIVITIES

there is limited homogeneity among them. Instructional effectiveness focuses on the configuration of elements comprising the instructional delivery system and on their effective articulation.

1. *Programs*
   a. *Additions*
   b. *New Configurations*
2. *Courses*
   a. *New Added*
   b. *Existing Discontinued*
   c. *Consolidated*

3. *Instructional Modes*
   a. *Computerized Instruction*
   b. *Off-campus Instruction*
   c. *Cooperative Programs*
   d. *Experiential Learning Activities*
   e. *Tutorials*
   f. *Self-paced Instruction*

4. *Faculty Development*
   a. *Exchange Programs*
   b. *Internal Workshops*
   c. *External Workshops*

5. *Other*

AIDP National Priority Area III: Administrative Effectiveness

The goal of National Priority Area III is to develop the managerial skills necessary for effective administration and to develop and install the systems which facilitate sound management.

a. Administrative Style Flexibility

This component of the national goals seeks an understanding and mastery of the elements, range and appropriateness of types of administrative behavior. This includes relational and technical administrative knowledge.

b. Improved Institutional Effectiveness

This component is focused on the installation and operation of management systems which can enhance the effectiveness of the efforts of the administrators of the college.

The improvements in an institution's managerial capabilities referred to in this priority area have encouraged institutions to initiate or develop further in a systematic fashion their planning, management, and evaluation (PME) functions. As work progresses on PME systems, this comprehensive effort is expected to have a beneficial effect upon administrative styles and improved methods of institutional effectiveness.

A variety of AIDP activities will have combined with other ongoing or established PME improvement efforts to offer institution-wide management improvement. Against this goal, outlined in each institution's approved final plan for PME, AIDP impact will be measured.

2. The "Impact Areas" dimension of the AID Program model identifies four college functions which may be modified in dimension or structure as a result of AIDP-funded activities which address national goals. The modification may be the direct result of AIDP-funded activities or the indirect result.

As directed in the AID Program model, the categories of "Impact Areas" used in the 1978 AIDP Impact Evaluation study are:

A. Curriculum Improvement
B. Student Personnel Services
C. Continuing Education
D. Planning, Management, and Evaluation (PME)

The following is a listing of the two-year and four-year consortia of AIDP grantee institutions including:

- Name of institution
- State
- Congressional district
- FY of grant
- FY grant began
- Length of grant period
- Amount of grant awarded.

CONSORTIUM OF AIDP GRANTEE INSTITUTIONS
– TWO-YEAR INSTITUTIONS –

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Enterprise State Junior College	AL	02	1976	1976	5	$1,400,000
Gadsden State Junior College	AL	04	1974	1975	5	$850,000
Jefferson State Junior College	AL	06	1975	1976	5	$1,600,000
John C. Calhoun Community College	AL	05	1974	1975	5	$720,000
Northeast Alabama State Junior College	AL	04	1976	1976	5	$1,000,000
Snead State Junior College	AL	04	1977	1978	4	$1,000,000
State Total for Alabama Two-Year Institutions						**$6,570,000**
Cochise College	AZ	02	1976	1976	5	$1,200,000
Pima Community College	AZ	02	1973	1974	5	$850,000
State Total for Arizona Two-Year Institutions						**$2,050,000**
Compton College	CA	35	1974	1975	5	$675,000
East Los Angeles College	CA	19	1973	1974	5	$950,000
State Total for California Two-Year Institutions						**$1,625,000**
Washington Technical Institute	DC	00	1975	1976	5	$1,600,000
Total for District of Columbia Two-Year Institutions						**$1,600,000**
Valencia Community College	FL	05	1976	1976	5	$1,200,000
State Total for Florida Two-Year Institutions						**$1,200,000**
Abraham Baldwin Agricultural College	GA	02	1974	1975	5	$1,400,000
South Georgia College	GA	08	1974	1975	5	$855,000
State Total for Georgia Two-Year Institutions						**$2,255,000**
Leeward Community College, University of Hawaii	HI	02	1974	1975	5	$1,400,000
Leeward Community College, University of Hawaii	HI	02	1975	1976	5	$400,000
State Total for Hawaii Two-Year Institutions						**$1,800,000**
Des Moines Area Community College	IA	05	1973	1974	4	$1,000,000
Des Moines Area Community College	IA	05	1975	1976	4	$350,000
State Total for Iowa Two-Year Institutions						**$1,350,000**

Exhibit B
Page 1 of 4

Two-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Elgin Community College	IL	13	1977	1978	5	$1,000,000
Malcolm X College	IL	07	1975	1976	5	$1,500,000
Olive-Harvey College	IL	01	1976	1976	5	$1,500,000
Central YMCA Community College	IL	07	1973	1974	5	$1,200,000
Central YMCA Community College	IL	07	1975	1976	4	$350,000
State Total for Illinois Two-Year Institutions						**$5,550,000**
Vincennes University	IN	08	1976	1976	4	$1,300,000
State Total for Indiana Two-Year Institutions						**$1,300,000**
Lees Junior College	KY	07	1973	1974	5	$600,000
Lees Junior College	KY	07	1975	1975	5	$400,000
State Total for Kentucky Two-Year Institutions						**$1,000,000**
North Shore Community College	MA	06	1976	1976	5	$1,500,000
Quinsigamond Community College	MA	03	1973	1974	5	$575,000
Quinsigamond Community College	MA	03	1975	1976	5	$350,000
State Total for Massachusetts Two-Year Institutions						**$2,425,000**
Delta College	MI	08	1974	1975	5	$520,000
Highland Park Community College	MI	01	1974	1975	5	$1,200,000
Kalamazoo Valley Community College	MI	03	1973	1974	5	$500,000
Kalamazoo Valley Community College	MI	03	1975	1976	4	$320,000
Lansing Community College	MI	06	1975	1976	5	$1,500,000
Wayne County Community College	MI	13	1976	1976	4	$2,000,000
State Total for Michigan Two-Year Institutions						**$6,040,000**
St. Mary's Junior College	MN	05	1973	1974	5	$703,625
St. Mary's Junior College	MN	05	1975	1976	4	$275,000
State Total for Minnesota Two-Year Institutions						**$978,625**
Mary Holmes College	MS	02	1974	1975	5	$1,000,000
State Total for Mississippi Two-Year Institutions						**$1,000,000**
Penn Valley Community College	MO	05	1973	1974	5	$1,000,000
State Total for Missouri Two-Year Institutions						**$1,000,000**

Exhibit B
Page 2 of 4

Two-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Sandhills Community College	NC	08	1974	1975	5	$750,000
Sandhills Community College	NC	08	1975	1976	5	$250,000
Southeastern Community College	NC	07	1974	1975	5	$800,000
State Total for North Carolina Two-Year Institutions						**$1,800,000**
North Dakota State School of Science	ND	01	1973	1974	3	$600,000
State Total for North Dakota Two-Year Institutions						**$600,000**
Burlington County College	NJ	06	1976	1976	5	$1,280,000
Mercer County Community College	NJ	04	1975	1976	5	$2,000,000
State Total for New Jersey Two-Year Institutions						**$3,280,000**
Delaware County Community College	PA	07	1976	1976	4	$1,200,000
State Total for Pennsylvania Two-Year Institutions						**$1,200,000**
Greenville Technical Education Center	SC	04	1977	1978	3	$1,200,000
Spartanburg Methodist College	SC	04	1977	1978	5	$1,000,000
Trident Technical College	SC	01	1977	1978	5	$1,600,000
State Total for South Carolina Two-Year Institutions						**$3,800,000**
College of the Mainland	TX	09	1974	1975	4	$550,000
College of the Mainland	TX	09	1975	1976	4	$400,000
El Paso Community College	TX	16	1975	1976	5	$1,500,000
Texas Southmost College	TX	15	1974	1975	5	$800,000
Texas Southmost College	TX	15	1975	1976	4	$275,000
Wharton County Junior College	TX	10	1977	1978	5	$1,300,000
State Total for Texas Two-Year Institutions						**$4,825,000**
J. Sargent Reynolds Community College	VA	03	1977	1978	5	$1,700,000
State Total for Virginia Two-Year Institutions						**$1,700,000**
Seattle Central Community College	WA	07	1973	1974	5	$541,375
Seattle Central Community College	WA	07	1975	1976	3	$650,000
State Total for Washington Two-Year Institutions						**$1,191,375**

Exhibit B
Page 3 of 4

Two-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Western Wisconsin Technical Institute	WI	03	1977	1978	5	$1,400,000
State Total for Wisconsin Two-Year Institutions						**$1,400,000**
Parkersburg Community College	WV	01	1977	1978	5	$1,430,000
State Total for West Virginia Two-Year Institutions						**$1,430,000**
Total of Grant for Two-Year Institutions						**$58,970,000**

Exhibit B
Page 4 of 4

CONSORTIUM OF AIDP GRANTEE INSTITUTIONS

– FOUR-YEAR INSTITUTIONS –

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Alabama A&M University	AL	05	1975	1976	5	$3,000,000
Jacksonville State University	AL	03	1976	1976	5	$2,500,000
Miles College	AL	06	1976	1976	5	$3,000,000
Tuskegee Institute	AL	03	1973	1974	5	$2,150,000
Tuskegee Institute	AL	03	1975	1976	3	$916,000
State Total for Alabama Four-Year Institutions						**$11,566,000**
Ouachita Baptist University	AR	04	1973	1974	5	$1,000,000
State Total for Arkansas Four-Year Institutions						**$1,000,000**
Lone Mountain College	CA	05	1976	1976	5	$1,300,000
Mount St. Marys College	CA	23	1977	1978	3	$1,000,000
State Total for California Four-Year Institutions						**$2,300,000**
University of South Colorado	CO	03	1973	1974	5	$650,000
State Total for Colorado Four-Year Institutions						**$650,000**
Trinity College	DC	01	1977	1978	5	$1,000,000
State Total for DC Four-Year Institutions						**$1,000,000**
Delaware State College	DE	01	1976	1976	5	$2,500,000
State Total for Delaware Four-Year Institutions						**$2,500,000**
Bethune-Cookman College	FL	04	1976	1976	5	$2,500,000
State Total for Florida Four-Year Institutions						**$2,500,000**

Exhibit C
Page 1 of 6

Exhibit C
Page 2 of 6

Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Fort Valley State College	GA	03	1977	1978	5	$2,700,000
Savannah State College	GA	01	1976	1976	5	$2,750,000
Clark College	GA	05	1973	1974	5	$1,500,000
Clark College	GA	05	1975	1976	5	$986,000
Morehouse College	GA	05	1973	1974	5	$1,250,000
Morehouse College	GA	05	1975	1976	5	$987,000
Morris Brown College	GA	05	1974	1975	5	$1,800,000
Morris Brown College	GA	05	1975	1976	5	$920,000
Spelman College	GA	05	1973	1974	5	$1,250,000
Spelman College	GA	05	1975	1976	5	$984,000
State Total for Georgia Four-Year Institutions						**$15,127,000**
Morningside College	IA	06	1976	1976	5	$1,000,000
St. Ambrose College	IA	01	1976	1976	5	$1,500,000
State Total for Iowa Four-Year Institutions						**$2,500,000**
Barat College	IL	13	1977	1978	3	$1,000,000
Chicago State University	IL	05	1977	1978	5	$2,000,000
Illinois Benedictine College	IL	14	1975	1976	3	$1,000,000
Lewis University	IL	17	1975	1976	4	$1,500,000
Mundelein College	IL	09	1976	1976	5	$1,300,000
State Total for Illinois Four-Year Institutions						**$6,800,000**
Ottawa University	KS	03	1975	1976	5	$1,300,000
State Total for Kansas Four-Year Institutions						**$1,300,000**
Thomas More College	KY	04	1977	1978	3	$1,300,000
Union College	KY	05	1974	1975	5	$1,358,000
Union College	KY	05	1975	1976	5	$142,000
Kentucky State University	KY	06	1974	1975	5	$1,500,000
Kentucky State University	KY	06	1975	1976	5	$800,000
Murray State University	KY	01	1975	1976	5	$1,200,000
State Total for Kentucky Four-Year Institutions						**$6,300,000**

Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Grambling State University	LA	05	1977	1978	5	$2,800,000
Southern University Baton Rouge	LA	06	1976	1976	5	$3,000,000
Dillard University	LA	01	1976	1976	5	$2,500,000
Loyola University Louisiana	LA	00	1976	1976	5	$1,800,000
Xavier University of Louisiana	LA	02	1974	1975	4	$2,000,000
Xavier University of Louisiana	LA	02	1975	1976	4	$825,000
State Total for Louisiana Four-Year Institutions						**$12,925,000**
Bowie State College	MD	05	1976	1976	5	$2,500,000
Morgan State College	MD	03	1973	1974	5	$1,800,000
Morgan State College	MD	03	1975	1976	3	$950,000
State Total for Maryland Four-Year Institutions						**$5,250,000**
Aquinas College	MI	05	1975	1976	4	$1,000,000
Siena Heights College	MI	02	1976	1976	4	$1,000,000
State Total for Michigan Four-Year Institutions						**$2,000,000**
College of Saint Benedict	MN	06	1974	1975	5	$1,100,000
College of Saint Benedict	MN	06	1975	1976	4	$635,000
Saint Mary's College	MN	01	1975	1976	5	$1,500,000
State Total for Minnesota Four-Year Institutions						**$3,235,000**
Maryville College Sacred Heart	MO	08	1976	1976	5	$1,500,000
Park College	MO	06	1973	1974	4	$750,000
Rockhurst College	MO	05	1974	1975	5	$1,202,000
Rockhurst College	MO	05	1975	1976	5	$765,000
Lincoln University	MO	08	1977	1978	5	$3,000,000
State Total for Missouri Four-Year Institutions						**$7,217,000**
Jackson State College	MS	04	1973	1974	5	$2,150,000
Jackson State College	MS	04	1975	1976	3	$1,100,000
Rust College	MS	01	1974	1975	3	$1,000,000
Rust College	MS	01	1975	1976	3	$640,000
Tougaloo College	MS	03	1976	1976	5	$2,000,000
State Total for Mississippi Four-Year Institutions						**$6,890,000**

Exhibit C
Page 3 of 6

Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Doane College	NB	01	1976	1976	5	$1,250,000
State Total for Nebraska Four-Year Institutions						**$1,250,000**
Bennett College	NC	06	1974	1975	5	$1,500,000
Bennett College	NC	06	1975	1976	4	$740,000
Catawba College	NC	08	1975	1976	5	$1,000,000
Elon College	NC	06	1977	1978	5	$2,000,000
Johnson C. Smith University	NC	09	1974	1976	5	$1,750,000
Johnson C. Smith University	NC	09	1975	1976	4	$250,000
Mars Hill College	NC	11	1976	1976	5	$2,000,000
Saint Augustine's College	NC	04	1974	1975	5	$1,750,000
Saint Augustine's College	NC	04	1975	1976	5	$715,000
Shaw University	NC	04	1974	1975	4	$2,000,000
Shaw University	NC	04	1975	1976	5	$915,000
Fayetteville State University	NC	07	1977	1978	5	$3,000,000
North Carolina A&T State University	NC	06	1974	1975	5	$2,000,000
North Carolina A&T State University	NC	06	1975	1976	4	$630,000
North Carolina Central University	NC	04	1974	1975	5	$2,000,000
North Carolina Central University	NC	04	1975	1976	5	$900,000
Western Carolina University	NC	11	1975	1976	5	$1,700,000
State Total for North Carolina Four-Year Institutions						**$24,850,000**
Bloomfield College	NJ	11	1974	1975	4	$1,500,000
State Total for New Jersey Four-Year Institutions						**$1,500,000**
Brooklyn Center Long Island University	NY	14	1976	1976	4	$1,500,000
Canisius College	NY	37	1975	1976	4	$1,500,000
Marymount College – New York	NY	25	1977	1978	4	$1,500,000
John Jay College Criminal Justice	NY	20	1975	1976	5	$1,500,000
State Total for New York Four-Year Institutions						**$6,000,000**

Exhibit C
Page 4 of 6

Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Central State University	OH	07	1973	1974	5	$1,800,000
Central State University	OH	07	1975	1976	4	$900,000
Wilberforce University	OH	07	1974	1975	5	$1,800,000
Wilberforce University	OH	07	1975	1976	4	$800,000
Wilmington College	OH	06	1977	1978	5	$1,500,000
State Total for Ohio Four-Year Institutions						$6,800,000
Lincoln University	PA	05	1974	1975	4	$2,000,000
Lincoln University	PA	05	1975	1976	4	$900,000
State Total for Pennsylvania Four-Year Institutions						$2,900,000
Baptist College at Charlestown	SC	01	1973	1974	5	$1,200,000
Benedict College	SC	02	1973	1974	5	$1,650,000
Benedict College	SC	02	1975	1976	5	$1,100,000
Vocrhees College	SC	02	1977	1978	5	$2,200,000
South Carolina State College	SC	02	1974	1975	5	$1,200,000
South Carolina State College	SC	02	1975	1976	5	$600,000
State Total for South Carolina Four-Year Institutions						$7,950,000
Christian Brothers College	TN	08	1977	1978	5	$1,600,000
Fisk University	TN	05	1973	1974	5	$1,830,000
Fisk University	TN	05	1975	1976	5	$1,000,000
Lambuth College	TN	07	1977	1978	5	$1,000,000
Austin Peay State University	TN	06	1977	1978	3	$2,000,000
Tennessee State University	TN	05	1976	1976	5	$3,000,000
State Total for Tennessee Four-Year Institutions						$10,430,000

Exhibit C
Page 5 of 6

Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Pan American University	TX	15	1974	1975	5	$1,200,000
Pan American University	TX	15	1975	1976	5	$480,000
Prairie View A & M College	TX	06	1973	1974	5	$2,150,000
Texas Southern University	TX	22	1974	1975	5	$2,000,000
Bishop College	TX	05	1973	1974	5	$2,150,000
Bishop College	TX	05	1975	1976	4	$1,000,000
Our Lady of the Lake College	TX	20	1977	1978	5	$1,500,000
St. Edwards University	TX	10	1977	1978	5	$2,000,000
St. Mary's University	TX	21	1974	1975	5	$1,620,000
Texas College	TX	04	1976	1976	4	$1,200,000
State Total for Texas Four-Year Institutions						**$16,030,000**
Hampton Institute	VA	01	1973	1974	5	$1,800,000
Hampton Institute	VA	01	1975	1976	5	$1,100,000
Virginia Union University	VA	03	1973	1974	5	$1,900,000
Virginia Union University	VA	03	1975	1976	3	$1,100,000
Norfolk State College	VA	02	1974	1975	5	$1,900,000
Norfolk State College	VA	02	1975	1976	4	$1,000,000
Virginia State College	VA	04	1977	1978	5	$2,700,000
State Total for Virginia Four-Year Institutions						**$11,500,000**
Alderson-Broaddus College	WV	02	1974	1975	5	$1,300,000
Davis & Elkins College	WV	02	1976	1976	5	$1,300,000
Salem College	WV	01	1974	1975	5	$1,000,000
West Virginia Wesleyan College	WV	02	1975	1975	4	$1,000,000
Wheeling College	WV	01	1976	1976	5	$1,500,000
West Virginia State College	WV	03	1977	1978	5	$2,000,000
State Total for West Virginia Four-Year Institutions						**$8,100,000**
Total Grant for Four-Year Institutions						**$188,370,000**
Total Amount Granted for All Institutions						**$247,340,000**

Exhibit C
Page 6 of 6